

2019-2020 CLA Faculty Senate Meeting Dates and Locations

Tuesday, September 10, 2019	3:30-5:00PM	Stew 202
Tuesday, October 15, 2019	3:30-5:00PM	Stew 310
Tuesday, November 19, 2019 Full Faculty Meeting	3:30-5:00PM	Stew 310
Tuesday, December 10, 2019	3:30-5:00PM	Stew 202
Tuesday, January 21, 2020	3:30-5:00PM	Stew 310
Tuesday, February 11, 2020	3:30-5:00PM	Stew 310
Tuesday, March 24, 2020 Full Faculty Meeting	3:30-5:00PM	Stew 310
Tuesday, April 14, 2020	3:30-5:00PM	Stew 310

LIBERAL ARTS FACULTY SENATE ROSTER
2019-2020

Elected by unit

ANTHROPOLOGY (2)

Lindsay, Ian..... 1
Lindshield, Stacy 2

BANDS&ORCHESTRAS (2)

Bodony, Adam 2
Trout, Mo 3

COMMUNICATION (3)

Reimer, Torsten.....3
Connaughton, Stacey..... 1
Sypher, Howard..... 1

ENGLISH (6)

Bross, Kristina.....3
Johnston, Michael..... 3
Powell, Manushag.....1
David, Marlo..... 1
Leung, Brian..... 2
Allen, Emily..... 1

HISTORY (4)

Zook, Melinda..... 3
Tillman, Margaret 1
Marsh, Dawn..... 1
Mitchell, Silvia..... 1

INTERDISCIPLINARY STUDIES (2)

McMullen, Shannon2
Lopez, Alfred 3

LANGUAGES & CULTURES (5)

Lawton, Benjamin..... 3
Channon, Robert 3
Rauh, Nick2
Dixon, Paul2
Leverage, Paula..... 2

***The number after each name refers to the number of years remaining in each senator's three-year term. The number after each department refers to the number of senators required.**

PHILOSOPHY (2)

Davis, Taylor.....2
Draper, Paul.....3

POLITICAL SCIENCE (3)

Waltenburg, Eric.....2
Clawson, Rosalee.....3
McCann, James.....3

SOCIOLOGY (3)

Bauldry, Shawn 1
Perrucci, Carolyn3
Feld, Scott 2

Rueff School of Design, Art and Performance (5)

Wuenschel, Christine 1
Visser, Steve1
Qian, Zhen Yu (Cheryl).....1
Hooker, Lynn.....2
Sullivan-Lee, Richard.....2

DEPARTMENT HEADS (2)

William, Jennifer..... 1
Remis, Melissa 1

ALTERNATES

Heads---Venetria Patton
Anthropology---Amanda Veile
Communication---
English---Dan Morris
SIS---Tithi Bhattacharya
SLC---Paula Leverage for Daniel Hsieh; Cara Kinnally to replace Benjamin Lawton in Spring 2020
Philosophy---Dan Kelly
Political Science---Patricia Boling
Sociology---Spencer Headworth (1 year)
DAP---TJ Kim

CLA Senate Meeting, April 16, 2019, STEW 310

Nush Powell Presiding

Meeting called to order at 3:34 pm

Nush's remarks to express gratitude. Faculty self-governance is not easy, not fun. Requires everyone to act. Grateful to senators who have taken information back to departments. Grateful to all of our hardworking committees. Glad to be leaving the Senate in excellent hands with the wonderful Stacey Connaughton.

Elections:

- Standing for Vice Chair – Shannon McMullen, VPA and American Studies. Shannon introduces herself. Has learned from agenda committee meetings – appreciates process. How important discussion is.
- Nush is standing for Secretary.
- Nominations and Elections Committee: Marlo Davis announces a vacancy for Curriculum Committee. We still need 8 people to volunteer for Grade Appeals committee. (We intentionally overload it with people so that we can avoid conflicts of interest. We will do a Qualtrics survey out to you so that all committees will be ready for the fall.)
 - NB: Committees have now been formed except for the student reps. Rosters are attached to these minutes as an appendix.

Other announcements:

Nush – please mark your calendars for Senate meetings next year. Thanks to Holly: we already have all our dates! Deadlines to get material to Agenda Committee – will be sent out to committees via email and posted on website.

- NB: Dates are attached to these minutes as an appendix.

Question: Joel Ebarb asks what business can be put forward at a full faculty meeting?

Nush: all meetings are technically open to the full faculty, but we advertise two special meetings per year as being particularly tailored for the full faculty. Traditionally at these special meetings we have held off on having voting matters (except for approving graduation candidates), but there is no rule against conducting business there.

Joel Ebarb: so, if the Curriculum Committee had something under an urgent time constraint, could we do that at a full faculty meeting?

Nush: yes, nothing in bylaws that prevent us from doing that.

Nush: speaking of, let's skip ahead on the agenda to our Curriculum Committee.

Report of the Curriculum Committee:

Joel Ebarb: we had a slate of courses emailed to the Senators. Joel goes over the list of courses (see list that was emailed, which is attached as an appendix). New major will go through process – ICHE’s next meeting in the Fall.

Nush: Would anyone like to pull out any of these courses for discussion.

Bob Channon: Did the agenda and all handouts come to us all? Did everyone else get them?

Nush: I emailed them out. Maybe there was a problem with the email transition?

Mark Tilton: I’m wondering about the accelerated Latin class. Can anyone read Latin in one semester?

Bob Channon: We also have it in mind to have two more courses.

Jennifer William: This course will also take the place of the graduate level 605 – we weren’t getting enough registrations to keep running that one.

Joel: Does this answer your question?

Mark: Yes, it does.

Jennifer William: We are doing this with many of our courses.

Nush: Hearing no further queries, I’ll call the question. **Ayes – unanimously. Motion passes.**

Joel: thanks to the curriculum committee for all their work.

Nush: Gah, whoops, we forgot the approval of the minutes – would anyone like to suggest a correction? Hearing none.

Brian Leung: Move to approve.

Nush: The minutes are entered as read.

Nush: Rosie Clawson will talk with us about the Strategic Vision Plan (SVP).

Strategic Vision Plan

Rosie: Thanks the SVP committee. Kirke Willing is the co-chair and Rab Mukerjea was the consultant.

- Since we were last here, we held an open forum with faculty and staff, met with dept. heads, sought feedback from grad students and undergrads, the CLA Advisory Board, Alumni Board, and staff.
- As we got feedback, we integrated it into the document. Went back and forth with committee over email.

- The most common encouraging feedback was: (a) people were excited about the way we conceptualized the document and the first page where we talk about transformative discovery and the other 4 areas; (b) made it clear that we valued all of these things and that we should think of them all as part of the plan; (c) an appreciation that we thought big and that there was no sense in having a Strategic Plan if we weren't going to do big things.
- Major critiques: lots of questions etc. that asked us to tinker with language: (a) not as clear in some places; (b) questions about resources – very legitimate questions; (c) one of the biggest areas was around implementation. The committee made a conscious decision that we are not going to get into implementation in this document. We tried to be concrete in different ways. We beefed up implementation references in terms of how we thought the process could go but we did not get into the weeds. Committee will compile feedback on implementation that we received and it will go to the Dean.
- This is draft 18 (last time I was here we were on version 11). But it's also a living document and we expect changes to be made in response to events and implementation team. It is the document that we have reported to the Dean.
- Dean Reingold asked Rosie what the process would be to finalize the document. Rosie asked the committee if the CLA Senate should have a voice – the SVP committee was unanimous that we should seek endorsement of CLA Senate before moving forward.
- Rosie is here to seek endorsement, and answer any last questions senators may have.

Nush: There's been a proposal for a friendly amendment – the list of diversity categories, could it include veteran status?

Rosie: The same faculty member emailed me and yes, I will recommend to Dean Reingold that veteran status and other categories per Purdue statement are included. I will say that the other critique we got is that the document is too long. The Marketing and Media team in Dean Reingold's office is going to do different things with it based on different audiences.

Brian Leung: Previously I may have sounded skeptical; I wish to strike a different tone now. I appreciate this and the 18th version genuinely. Will you remind me – going forward are we going to hear a report that says, here are, e.g., the three things out of the initiative that we are doing and here are the 5 things that sound great but I don't know how we are going to do those yet, and here are the things that are off the table.

Rosie: The committee envisioned the process as Dean Reingold is going to work closely with department heads. There will be decisions made. This is a 5-year plan. Not all will happen in year one. Not realistic to say that all of these things will happen in 5 years. Vision of the committee is that there would be ad hoc committees and task forces put together, working closely with Dean's Office and department heads.

Dean Reingold: If you go through the document you can find line item the efforts that need to be acted on.

Brian Leung: And you'll identify those?

Dean: We'll pull them out into action item lists. Some are easier than others and some are more resource intensive and we'll need to work on those. I'm open to suggestions on how this group would like to hear about progress on this. (ETA: Dean envisions that we'd report annually if not more often.)

Rosie: One of the things that happened during the open forum is faculty volunteering to serve on various portions of the strategic plan. In addition to the Dean's Office and Heads, we need faculty and staff. We tried to articulate in the document how much we value staff and their role in implementation. Staff need resources to be able to do the kinds of things we want to do.

Nush: Can I have a motion for the Senate to vote on the Strategic Vision Plan?

Daniel Frank: So moved

Second? Professors Dilger and Lopez seconded

Ayes have it. Applause from the CLA Senate.

Rab: This has been one of the best experiences facilitating a process like this I've had. I've worked on quite a number of these diverse committees. Why am I not in this College? ☺

Nush: introduces Associate Vice Provost for Faculty Affairs, Jessica Huber, to discuss CLA results from the COACHE survey (distributes handout).

Jessica Huber – survey out of Harvard School of Education. (PPT slides from this portion of the presentation are available here:

https://www.purdue.edu/provost/faculty/documents/COACHE_2018_Town_Hall.pdf)

Harvard gives us de-identified data. We designate two staff members who can use that data to perform analyses (Craig Zywicki). Jessica can't look at anything but means. At Purdue we blind all cells with an n less than 10. If a mean is blanked out, that is because we had fewer than 10 responses. Iowa State University, University of California Davis, Indiana University, University of Virginia, University of Arizona are peers that we chose. 60% response rate from CLA. There is an infographic, etc. on the Purdue website:

https://www.purdue.edu/provost/faculty/documents/COACHE_2018_Flier.pdf

Handout – first page is a snapshot of benchmarks in COACHE, means 1-5; second page of handout looks at diversity. Jessica picked 5 questions. The third page is actual questions that show the top 10 improvements and the top 10 declines relative to 2015 data.

Al Lopez: Incremental increase from 2015 to these data. Is that due to the nature of a large institution?

Jessica: I think so. I think we are making progress – at university level, I know what we did in response to 2015. I know we can move the needle. 10-15% increases. Not a lot, but we did see ourselves move positively. Purdue as a university got better in spots: we saw increases with satisfaction with leadership. We saw gains in mentoring – Associate faculty were a little bit happier about promotion information. Assistant Professors faculty got less happy. Governance

satisfaction went down quite a bit. Salary, benefits, compensation went up a bit since 2015, but we're still below our peers. Governance we're in the bottom third with our peers. Diversity and inclusion and collegiality were steady spots. They are still pretty low relative to our peers and cohorts. These are areas I am committed to at the university level.

Climate – women seemed to be higher than in 2015. Faculty of color – might be an area to think about.

How to access the data – data on Provost's website. You can use dashboards that Craig developed – you can look at items and means. University and College.

For those of us who want to use the data for a study, you can fill out data agreement and Craig can run analyses to dig deeper into dataset. Or you can write to Jessica Huber. Faculty have published off the data. COACHE can share more with us as well (i.e., different institutions).

Nush: The website is interesting to work with. The OIRAE dashboards can be found here:

<https://www.purdue.edu/provost/faculty/facultyInitiatives/coache.html>

Jessica: Are there any things that are surprising or resonate with lived experience in Liberal Arts?

Paul Dixon: On the basis of 2015 survey, are there goals based on 2018 data?

Jessica: We usually set our goals with faculty input. We'll do some small groups: hopefully 1 this spring and a bunch in the fall. Focus group moderator. No administration in the room. Feedback from faculty. Broken up by demographic groups and ranks and Clinical/lecturers...will lead you through exercises. In 2015 we had faculty task forces. This year trying to make it broader.

Eric Waltenberg: Looking at list of positive and negative items. Was there a threshold to make the lists?

Jessica: Just top 15 by magnitude.

Eric W: Some of them may not be statistically significant changes?

Jessica: We do effect size testing. The database on the website gives you the actual effect size. It will do the comparisons.

Jessica: Governance was definitely a big issue at the university level. There are questions on salary. Compensation = salary, retirement, health, child care, elder care, stop the clock policies. With the latter we do really well. Child care we do well according to our cohort, but it is a low satisfaction (20%) and we are still at the top relevant to our peers. Interdisciplinary collaboration was low relative to the university in this area.

Brian Leung: We are frequently reminded of our history of being a land grant and responsibility for being economic driver in state. We also might have responsibility to be a critical thinking driver in the state. How the university thinks about the COACHE survey in terms of its

boundaries. The culture we create in our university or can it address how faculty contributing to the state and culture we live in. I love my colleagues. Living in Indiana has been exceptionally difficult as a man married to a man.

Jessica: You are dead on right. We care about our state in a way that is different than a non-land grant would. Service is the only place engagement shows up, but not a lot nor well. A major negative is also where it is. As faculty I think we have a responsibility for climate at Purdue and also to the climate where Purdue lives and to make it not miserable to live here.

Marlo David: We can't move Purdue somewhere else. How can we contribute to reshaping communities we find ourselves in here? How are we changing the communities that we live in. This is something we can be working on more.

Al Lopez: Was there a process by which Purdue is able to work with COACHE team to incorporate questions?

Jessica: We can put in 15 custom questions. We sent them in in 2015 and 2018 and COACHE administered in them 2015. But for 2018, they went through an email change and lost our questions.

Bob Channon: Were they the same 15 in both years?

Jessica: They were close. Mangala made some changes. She worked very hard.

Jessica: On the numbers for faculty/instructional staff, we are flat. Slight decline in tenure track faculty. Data Digest Purdue. You can get faculty demographic data through that. HHS has more Clinical track faculty and fewer graduate students teaching than CLA does. Teaching in CLA and HHS – doesn't include visiting faculty. You can see that CLA has increase in tenure track faculty, lecturers, and a decline in grad students teaching 2015 – 2018. HHS doesn't change that much over those four years.

Shannon McMullin: When we compare HHS and CLA, that affects interpretation of what that means.

Jessica: In HHS it is much rarer for grad students to provide a grade. Admittedly, the instructional load is different in CLA from HHS. Dean Reingold has asked Jessica to look into the Science data further.

Jessica: Purdue looks like this by design. Senior lecturer policy –15% cap on lecturers at Purdue.

Jessica: If there are other things I can provide, let me know.

Nush: No? Then we are up to the Core Renewal.

Report of the Core Renewal Committee:

Chris Yeomans – last time I was here was before Town Halls and the Qualtrics survey that was sent out. Response rate not high, but we got confirmation on what we heard at Town Hall meetings.

- Issues that were brought up – (1) the prohibition we had had on double dipping. (Having the same course count for multiple requirements.) Overwhelming consensus was to allow it. Keep things simple. We have listened to this. We have taken out all the prohibitions on double counting. The original reason to keep them distinguished was to keep University and CLA Core separate.
 - Advisors told us it was inevitable there would be overlap, and that was a fact we have to live with.
 - Our peer institutions in Big 10: 5 don't have overlap problems because they either don't have college core or university core; 5 of the 8 remaining have no policy against them. 3 of 8 have minimal overlap (Minnesota, MSU, Penn State)
- (2) how to count disciplinary diversity – count by school? University? SIS and VPA had valid points about this. We thought the fairest way to do this was by course prefix. Jewish Studies and American Studies are going to count as different. Advisors loved this solution. Seems easy to add in.
- (3) Transfer credit and AP transfer credit – tried to address that – checked with English and History and they were okay with their solution.
- (4) The language requirement – we're in fairly good company – of 13 Big 10 universities, 8 have this requirement; we're keeping it.
- (5) professional programs – when you look at core curriculum you realize how many workarounds have been allowed to make the current one work. We recognize that there are some limits – the ones that are driven by accreditation.
- **This is the final version – this is something we can vote on now. It will then go out via Qualtrics survey to the whole faculty.

Bob Channon: So, I can take Span 101, French 101, Latin 101, and I have fulfilled the CLA core and part of the University core.

Chris Yeomans: Yes.

Bob Channon: That is absurd.

Al Lopez: We thought about this. We came to the conclusion that there will always be some handful that will find a loophole.

Bob Channon: But there are some small loopholes and some large ones.

Chris Yeomans: There were varying opinions – we should keep track of these things and make changes over time as needed. I found out about so many things during this process that you couldn't read on any document. It is up to us to be in contact with the advising office.

David Atkinson: If we have a student who will study 5 different languages by choice, wouldn't that actually be kind of great?

Nush: Do I have a motion?

Chris Y.: Motion to endorse.

Al Lopez: Second the motion

Nush: Is there further discussion?

Venetria Patton: I fully understand the need to make exceptions for programs that have accreditation issues. I am pained that they should be exempted from social diversity. I would rather see linguistic diversity as exemption. VPA requires a level of social diversity through curriculum for accreditation.

Nush: Calls the question— We are going to count hands – high up, please.

Result: 23 Ayes / 1 Nays / 0 Abstentions

Nush: By a vote of 23-1 motion carries.

Applause.

The by-laws:

Paul Dixon: We've scaled back proposed changes to the bylaws. It seemed clear to the committee that there were certain parts of what we presented last time that will require a lot of discussion. We thought it would make sense to take some of the things that are matters of logic and consistency and consider them now.

1. Four meetings per semester instead of three (nomenclature);
2. Committee make up – student representation. In general, we thought there ought to be student representation on more committees. Agenda Committee and EPC – 1 grad and 1 undergrad. Nominations and Elections Committee – include FAC Dean as non-voting member/communication issue.
3. Non-excessive and consistent representation of one unit on committees.
4. How to get students to be on committees – keep that consistent across committees. Rotating appointments by department/school heads seems the best way.
5. Who will figure out the rotation? Added this under Nomination & Elections committee.
6. Deadlines for Curriculum Committee to inform Agenda Committee for items for approval. People need a chance to look at course proposals if we're going to approve curricular changes.

Nush: Do we have any questions/comments?

Bob Channon: I'm not opposed to putting a grad student on the EPC, but the EPC doesn't do anything that affects grad students. There isn't a grad student on the Curriculum Committee for the same reason.

Nush: 500-level courses have to go through both CLA and Grad School approval.

Bob: Yes, because they are appropriate to both. They have to have approvals from both Grad School and Curriculum Committee. EPC deals with the Core such as it is.

Paul Dixon: There has been more to the EPC than the Core.

Bob Channon: Yes, but in the last 30 years the EPC has only dealt with the Core.

Joel Ebarb: Since sometimes grad students teach undergrad courses, I can see where they might have some interest there.

Nush: Is there any other discussion?

Paul Dixon: Moves that the CLA senate endorse the version of the bylaws that you received.

Second – Al Lopez

Results: Ayes – 23 / Nays – zero / Abstaining – 1

Election results:

Marlo David: Everyone was confirmed – Shannon McMullen, Nush, Richard Johnson Shehan (to the Curriculum Committee). Unanimous.

Dean Reingold: Many thanks to Rosie, Kirke, and the committee for SVP. Many thanks to Chris, Joel, and rest on Core Renewal. Nush – thank you for your service.

Motion to adjourn – Adjournment at 5 pm. That’s all for 2018-2019!

MEETING OF THE SENATE OF THE COLLEGE OF LIBERAL ARTS

The September 2019 meeting of the Senate of the College of Liberal Arts will be held at 3:30pm on Tuesday September 10, 2019 in STEW Room 202, with Stacey Connaughton presiding.

Minutes by Nush Powell

I. Highlights reel:

1. Approval of the minutes from the April 16, 2019 meeting

With no discussion or corrections, minutes are entered as read.

2. Announcements and Chair's Remarks (10 minutes):

A few things we're carrying over from last year:

- Ad hoc by-laws committee will continue its work.
- Student reps on some of our committees is an important work in progress.
- The Strategic Vision Plan will be moving forward to implementation, and we'll be hearing about that & eager to help.
- Shannon & I reiterate our invitation: we welcome your ideas for new business that the Senate should take up this year.
- Dr. Theresa Mayer, our new EVPRP, will come to speak to us in November.

3. Dean's Report and Announcements (20 minutes):

David Reingold

- Lori Sparger has sent out our enrollment report; make sure to look at the tabs on the attachment that try to capture as much of our educational activity as possible.
- In general, New Beginner, major, and credit hours are up from the past few years, although we have not regained all the ground lost since 2011.

- Cornerstone 1st-year courses have increased to about 60 sections, with 1776 students across both SCLA 101 & 102. 351 students have signed up to complete the Cornerstone certificate, many of whom are from the STEM disciplines.
- Funded graduate students are down to 453 from 584 in Fall 2015. This figure does not include online-only MA students.

4. Standing Committee Introductions: Chairs will introduce themselves and their committees (10 minutes)

Agenda Committee: Shannon McMullen

Appeals Committee: Joel Ebarb

Curriculum Committee: Taylor Davis

Educational Policy Committee: April Ginther

Faculty Affairs Committee: Ken Ferraro

Nominations and Elections Committee: Howard Sypher

5. Standing Committee Business (15 minutes)

Curriculum Committee: Taylor Davis

- Discussion of 6 course revisions and introduction of 2 new courses.
- *A reminder: The curriculum committee circulates its new business to the agenda committee at least two weeks before the senate meets so that faculty will have time to review.*
- Taylor moves to accept the courses and changes; Eric Waltenberg seconds.
- There being no discussion, question is called and courses and changes are accepted unanimously.

6. Old Business (5 minutes)

Update on Bylaw Revisions: Paul Dixon

Summary of recent changes, made for consistency and equality of representation. We'll continue to meet this year, but we don't have any new report to make at this time.

7. New Business (5 minutes)

Report on implementation of CLA Strategic Plan:

Melissa Remis and Jennifer William (representing heads)

The heads were asked a few weeks ago to submit nominees for membership on the implementation committee.

8. Announcements from the Associate Dean for Research and Graduate Education (15 minutes): Sorin Matei

ASPIRE and PROMISE survey & associated report.

We've spent:

- \$2.35 million overall
- \$1.5 million ASPIRE / 866 non-unique recipients
- \$834,000 PROMISE
- Faculty and students both report a high number of publications assisted by their ASPIRE grants, and those who had repeated grants were most productive.

9. Adjournment

But wait!!

Holly has a few quick announcements on behalf of Joel, who is in Bogotá:

- 1) Core 21 update: We're working with the registrar on best practices to build everything into new plans of study for the fall.
- 2) We hope to have a list of Core 21 courses for everyone within the next month or two.
- 3) The First Annual Report on Cornerstone is complete and, pending the Dean's review, it will be available for the next senate meeting.

Eric Waltenberg moves to Adjourn; Al Lopez seconds. Meeting is adjourned: 4:52pm.

II. The FULL MINUTES:

The meeting was convened by Professor Connaughton at 3:33pm:
Welcome to all; today we'll talk about the year ahead, but before that, we'll do quick introductions. Be sure to sign in on the attendance sheet, which is going around.

1. Approval of the minutes from the April 16, 2019 meeting

With no discussion or corrections, minutes are entered as read.

2. Announcements and Chair's Remarks (10 minutes):

Stacey Connaughton

This body serves as the governing body of the faculty. We've also invited student representation onto this body, which we'll hear more about in a little bit.

As I look ahead to this year, a few things.

#1: Hope for meaningful discussion, leading to productive action this year. Without (sometimes difficult) conversations, no productive change can take place.

#2: Hope that we inform each other, and that we continue to keep each other up to date on developments in our departments, units, college, and elsewhere.

#3: Hope that we're able to address any concerns that faculty and students may have, and that we can do so in harmony with the dean's office.

#4: Hope that we can continue to work well, together.

A few things we're carrying over from last year:

- Paul Dixon chaired a by-laws committee, whose work will continue this year, and he'll give a report today.

- Student reps on some of our committees is an important work in progress.
- The Strategic Vision Plan will be moving forward to implementation, and we'll be hearing about that & eager to help.

Finally:

- Shannon & I reiterate our invitation: we welcome your ideas for new business that the Senate should take up this year. This is a faculty senate and we wish to reflect the will of the faculty.
- Another critical role of this body is to introduce new faces to the CLA. Dr. Theresa Mayer, our new EVPRP, will come to speak to us in November.
- New IRB system: we may invite Chris Elliott / Steve Agnew to talk to us about changes here as well.

3. Dean's Report and Announcements (20 minutes):

David Reingold

- Lori Sparger has sent out our enrollment report; make sure to look at the tabs on the attachment that try to capture as much of our educational activity as possible.
- **A few top line items for emphasis from this report:**
 - New Beginner numbers over past 8 years (2011 forward) are at 530 students (up steadily from the low of 441 in 2015); still not up to 2011 levels. Mindful that not all of these students will stay with us, but a useful snapshot nonetheless.
 - 2595 majors at the u/g level (1300 students shy of our 2011 numbers), which is up from 2017; NB that we just graduated a large class. This number incorporates is primary and secondary majors, incl. certificates.
 - Current bump attributed to 350 students registered for the Cornerstone certificate

- And about 150 students in the Degree+ space
 - Credit hours delivered are growing modestly after a steep decline; we are on track to come in around 205,000-210,000 for 2019-20.
 - Cornerstone 1st-year courses have increased to about 60 sections, with 1776 students across both SCLA 101 & 102. Reviewing the first-year assessment report, which should be finalized next week (about which see also Holly's announcement at the end of these minutes).
 - Funded graduate students are down to 453 from 584 in Fall 2015. This figure does not include online-only MA students. RAships are up to 28.6% in 2018 (no data available for 2019). 24.1% URM category for funded grad students.
- Also, the Strategic Vision Plan working group will be fleshing out an implementation plan in the next few weeks.

Question Rosie Clawson: Does your data include all sources of funding?

Answer DR: Our data systems are a challenge. These are only the students funded by/through the CLA. We have very few students funded with extramural support.

Q Al Lopez: Are we talking about students like, e.g., someone who is here on a Fulbright?

A DR: That case would be counted because the Fulbright money is funneled through the college to come here. But, for example, a student with an appointment in another college wouldn't be counted here.

Q Emily Allen: Let's go back to the numbers on New Beginners. I'm interested in where that is in terms of our targets. And can you speak in terms of long-term targets as well?

A DR: We are above our target by a handful of students. Many units within the college did not make their target; some are over. What should

our target be? That's an interesting negotiation. Next year the number we've been given is 520. We probably want to get as close as we can to previous highwater marks, since we've done that before (i.e., 632 in fall 2011).

Q Brian Leung: Following up on that, 65% of incoming students were STEM-oriented this fall. Checking to be sure we aren't capped re: how many students we admit — i.e., if an extra hundred students wanted to come to the CLA next year, they could?

A DR: Yes, they could. Although the university is fairly sophisticated in how they calibrate admissions. Last year we had close to 2000 admits to the CLA, and what we're looking at is our yield from that number.

Q Torsten Reimer: Was the right-sizing of the graduate programs successful — are their current sizes appropriate?

A DR: I have asked the heads to work with me on this issue, and perhaps this body should as well. How successful are we at competing for students we want to recruit? I want to be in a place where students aren't choosing us or not choosing us because of financial components. We are also still very dependent on students for their educational contributions. At some point we will not be able to pull students away from that. We've used up most of the slack in the system. I am mindful that our competitors are also moving; stipends are increasing elsewhere in the Big 10. We should not become complacent.

4. Standing Committee Introductions: Chairs will introduce themselves and their committees (10 minutes)

Agenda Committee: Shannon McMullen

We solicit responses and requests from you and try to schedule speakers who might be of interest.

Appeals Committee: Joel Ebarb

<Holly for Joel>: The appeals committee is set up to handle the appeal of any final grade that is made within 30 days of the end of the semester.

Curriculum Committee: Taylor Davis

We evaluate changes that people want to make to the catalog, paying particular attention to learning outcomes (i.e., we should have them, and we will see that they are added to courses seeking other changes that don't yet have them).

Educational Policy Committee: April Ginther

<Bob Channon for April>: Committee had been regulating the Core rather than attending to broader issues of policy; the new Core requires less regulation.

Holly reports that Joel has asked the EPC to consider recommending a max/min of credit hours for majors in the CLA. At the moment the range is considerable: 27-45.

Faculty Affairs Committee: Ken Ferraro

<Wei for Ken>: Looks to faculty affairs as well as the dean's evaluations.

Nominations and Elections Committee: Howard Sypher

<Marlo for Howard>: We nominate, and we elect. We have some student rep slots yet to be filled: heads, we'll need nominations from you to fill about six slots. You'll hear from our new chair shortly.

5. Standing Committee Business (15 minutes)

Curriculum Committee: Taylor Davis

Discussion of 6 course revisions and introduction of 2 new courses

- 4 ASL courses were added to the catalog at Purdue NW (looks like they're moving towards a minor?); they already exist in our catalog and so they should exist for NW as well.

- 2 music course already on the books; change proposed is to allow students to test out if they can demonstrate they already have the skills.
- 2 new courses — we are trying to enforce assessability in the wording of learning outcomes, but the courses itself are solid.

A reminder: The curriculum committee circulates its new business to the agenda committee at least two weeks before the senate meets so that faculty will have time to review.

Taylor moves to accept the courses and changes; Eric Waltenberg seconds.

There being no discussion, courses and changes are accepted unanimously.

6. Old Business (5 minutes)

Update on Bylaw Revisions: Paul Dixon

The by-laws committee is an ad-hoc committee, tasked to look at the by-laws to determine whether everything made sense & whether different committees were given the responsibilities that they really needed. At the last meeting last year, we passed a number of modifications to the by-laws, mostly matters of consistency. (e.g., We meet 4 times / semester rather than 3; student representation made uniform across the committees; Associate Dean for faculty affairs needs to be liaison to Nominations & Elections; changes of language to prevent accidental concentration of units on any single committee; provided a system to assist in appointing students to committees, which will be in the charge of Nominations & Elections.)

We'll continue to meet this year, but we don't have any new report to make at this time.

7. New Business (5 minutes)

Report on implementation of CLA Strategic Plan:

Melissa Remis and Jennifer William (representing heads)

The heads were asked a few weeks ago to submit nominees for membership on the implementation committee; that's the last step we're read into for the moment.

8. Announcements from the Associate Dean for Research and Graduate Education (15 minutes): Sorin Matei

ASPIRE and PROMISE survey & associated report.

At the dean's request & with assistance of Kirke Willing, Dean Matei has looked at the records to better understand how much money we invested in these programs, who used it, and to what effect.

- About 60% tenure-track faculty response to survey; 80% among grad students.
- Point of the program is to institute a culture of success, and support activities that lead to higher visibility and success for our students and faculty.

We've spent:

- \$2.35 million overall
- \$1.5 million ASPIRE / 866 non-unique recipients
- \$834,000 PROMISE

Not everyone has used the money at the same rates, so we want to make sure all birds are aware there are worms available.

- Note that ASPIRE & PROMISE money can be used for a variety of purposes, including research start-up, hiring an undergrad, etc.
- Word associations: success, and beginnings.

- Travel: 57% domestic trips & 43% international for ASPIRE; 35% international for PROMISE. (Data is available for international destinations: we go to Europe and Canada a lot. The university might wish us to be more present in other areas.)
- Faculty and students both report a high number of publications assisted by their ASPIRE grants, and those who had repeated grants were most productive. (Correlation, of course, not being causation.)

Q Shannon McMullen: Did you count exhibitions as well as papers published?

A Sorin: Not totally sure; I believe we asked for deliverables. We can look into it further.

9. Adjournment

But wait!!

Holly has a few quick announcements on behalf of Joel, who is in Bogotá:

- 1) Core 21 update: We're working with the registrar on best practices to build everything into new plans of study for the fall.
- 2) We hope to have a list of Core 21 courses for everyone within the next month or two; Holly can help with a provisional draft. Program heads, please consider now whether you want any changes to your Plans of Study as we work on implementation. The EPC has been tasked with compiling the list of classes that will fulfill the diversity requirement.
- 3) The Senate requested last year an assessment of Cornerstone's work. The First Annual Report on Cornerstone is complete and, pending the Dean's review, it will be available for the next senate meeting.

Eric Waltenberg moves to Adjourn; Al Lopez seconds. Meeting is adjourned: 4:52pm.

MEETING OF THE
SENATE OF THE COLLEGE OF LIBERAL ARTS

The October 2019 meeting of the Senate of the College of Liberal Arts was held at
3:30pm on Tuesday October 15, 2019 in STEW Room 310,
Stacey Connaughton presiding.

Minutes by Nush Powell, Secretary

JUST THE HIGHLIGHTS REEL

1. Approval of the minutes from the September 10, 2019 meeting

With no discussion or corrections, the minutes are entered as read.

2. Announcements and Chair's Remarks (Stacey Connaughton):

- We are delighted to report that the SVP implementation process is well underway. A number of task forces are being convened. Lori Sparger will be convening the task force committees next week.
- **Full faculty meeting is next month, Nov. 19.** Dr. **Theresa Mayer**, our new EVPRP, will be attending. To showcase the liberal arts while she's here, we would like to have posters and, if desired, A/V presentations from each department to display at our meeting.
- Also at the **Nov. 19th meeting**, Kirke Willing will give his annual CLA fiscal presentation.
- We have just received the Cornerstone Annual Report. Joel Ebarb is willing to take questions at the **November 19th meeting**. He requests that, if your questions will require additional research on his part, you please email them to him at least a few days ahead of the meeting.
- COACHE survey: we had a report from Jessica Huber last year & will make those slides available to our current senators, and then pursue a further COACHE presentation if it is deemed desirable.
- Finally, if there are matters you'd like us to take up, please tell us. We are *your* senate.

3. Dean's Report and Discussion (David Reingold): Topic: external grant activity.

- First, Dean Reingold notes that the CLA is proud to be the recipient of a planning grant from the Lilly Endowment to help us think through developing curriculum related to professional ethics, artificial intelligence, and big data.
- Data: CLA Award Amount by Fiscal Year (source: Purdue's data digest). The trend line suggests a stepwise decline in the amount of research monies coming into the college.

Purdue has brought in over \$600 million in external grants this year, and that number is going up, even as ours declines. We are a small part of the overall picture, but we must remain active in that space.

- We do have institutional support for grant writing at this university, designed to work with faculty to reduce barriers: SPS (Sponsored Program Services), <https://www.purdue.edu/business/sps/>
- Martha Weise Peredo can work with the CLA: MAWeise@prf.org
- DR: If you have further thoughts, please share them with me. How do we approach the faculty mentoring question? We don't want to undermine the role of heads or colleagues, of course.
- Stacey Connaughton: I will say that Kris Bross and I have had great luck working with Kim Powers in SPS. Highly recommend her. (765) 496-0159; powersk@purdue.edu

4. Standing Committee Business:

Educational Policy Committee: April Ginther (chair)

- We require that core courses be offered every third semester—quite a few on the core Diversity list haven't been offered in several years.
- At the moment, the EPC is not actively excluding courses, but we believe that it's important for departments to make ethical decisions about infrequent courses to ease the difficulties of students and their advisers.

Curriculum Committee: Taylor Davis (chair)

We have a list of courses, small changes, and one certificate.

- ENGL 110 (Introductory English class for international students: registrar asked us to remove the prerequisites)
- ENGL 390: practicum in tutoring writing (currently 2 credits). Desire is to change to 3 credits in WL; Purdue NW wants a 1-credit option—so now it's going to be variable credit to accommodate both.
- Business French (2 courses): increased prerequisites
- GER 205: approve new course—accelerated intermediate German (201+202 in one semester)
- HIST 31205: new course, The Arab-Israeli Conflict
- MUS 351: new course in studio piano, a 2-credit practice course
- Certificate in Science, Technology, and Society (STS): 15 credit hours with one required course (ANTH 210) and three more courses with a breadth requirement. Final 3 credits are a research project in the home department with an advisory committee.

Motion to approve slate carries unanimously.

5. Presentation on CLA Pre-Law Summer Camp (Derek Pacheco):

Careers in Law (1 week, 1-credit summer camp): recruitment initiative.

- We're in the get-the-word-out phase. If you think your unit would be interested in participating, please bring it to your head or associate head.
- Derek is asking for interested programs to develop one active learning module, to be delivered twice in about an hour. We're planning for two sections of 20 students.

6. Old Business (5 minutes)

None

7. New Business (5 minutes)

None

9. Adjournment

Motion to adjourn is made by Nush.
Shannon seconds.

And we're done!

(Full) Minutes by Nush Powell, Secretary

1. Approval of the minutes from the September 10, 2019 meeting

With no discussion or corrections, the minutes are entered as read.

2. Announcements and Chair's Remarks (Stacey Connaughton):

- We are delighted to report that the SVP implementation process is well underway. A number of task forces are being convened, and their co-chairs are as follows:

Research Academy

Co-chairs: Jill Sutor and Cherie Maestas

Center for Arts and Humanities

Co-chairs: Arne Flaten and Jennifer Freeman Marshall

Faculty Mentoring (Charged with identifying opportunities to improve faculty mentoring of graduate students)

Co-chairs: Melanie Morgan and Ken Ferraro

Experiential Learning Programs

Co-chairs: Al Lopez and Derek Pacheco

Acknowledging Engagement (Charged with identifying opportunities to generate awareness, create opportunities, and reward and recognize engagement work among the faculty)

Co-chairs: Stacey Connaughton and Fenggang Yang

Benchmark and Advance Diversity & Inclusion

Chair: Rachel Brooks

Lori Sparger will be convening the task force committees next week – we give our special thanks to Rosie Clawson, fellow senator and SVP mover and shaker.

- **Full faculty meeting is next month, Nov. 19.** Dr. **Theresa Mayer**, our new EVPRP, will be attending.
 - To showcase the liberal arts while she's here, we would like to have posters and, if desired, A/V presentations from each department to display at our meeting. Shannon and Stacey will shortly be asking units to coordinate and send representatives with their projects.
 - We'll set aside the first 15-20 minutes of the meeting for Dr. Mayer to see our posters and engage casually; to be followed by a formal presentation and Q&A.
- Also at the **Nov. 19th meeting**, Kirke Willing will give his annual CLA fiscal presentation.
- We have just received the Cornerstone Annual Report. We thank everyone who worked hard to put it together; we will shortly distribute the report to the senators. Joel Ebarb is willing to take questions on the report; he's out of town today but would be happy to discuss this at the **November 19th meeting**. He requests that, if your questions will require additional research on his part, you please email them to him at least a few days ahead of the meeting so he'll have time to address them properly.
- Some senators recently asked that a report on the COACHE survey be added to our agenda. We did have a report from Jessica Huber last year, so we'll first make those slides available to our current senators, and then pursue a further COACHE presentation if it is still deemed desirable.
- Question: Last month, we added a highlights version of our minutes to our communications to aid in sharing business with your colleagues. Was that helpful? (A: Yes.)

- Finally, if there are matters you'd like us to take up, please tell us. We are *your* senate.

3. Dean's Report and Discussion (David Reingold): Topic: external grant activity.

- First, Dean Reingold notes that the CLA is proud to be the recipient of a planning grant from the Lilly Endowment to help us think through developing curriculum related to professional ethics, artificial intelligence, and big data.
 - Announcement: <https://www.purdue.edu/newsroom/releases/2019/Q3/lilly-endowment-grant-to-help-purdue-address-the-intersections-of-ethics-and-technology.html>
 - If anyone wants to see the grant or be part of that effort, we certainly encourage that interest, and are willing to share the proposal.
- DR: There are many important indicators of research impact and research productivity. My job this afternoon is not to go through all of those, but to focus on one of these areas, which has to do with grant writing efforts to seek and secure research grants, and generating resources from the college from the outside world.
- Data: CLA Award Amount by Fiscal Year (source: Purdue's data digest). The trend line suggests a stepwise decline in the amount of research monies coming into the college. Purdue has brought in over \$600 million in external grants this year, and that number is going up, even as ours declines. We are a small part of the overall picture, but we must remain active in that space.
 - Number of submitted proposals is likewise declining: 54 in 2018-19 vs. 77 in 2017-18. (Includes proposals to PRF.) Number so far this year is 10.
 - Grants by department: downward trend shown across the board (some exceptions, e.g., COMM). Ditto if broken down per capita.
- Grants improve visibility, can help to support graduate education, and in general they are part of the system of research enterprise.
- DR: would like to share this information, which is a source of concern for me, and hear your thoughts as to what might be going on, and what is it that my office can do to try to push this trend in a different direction?
- Note also, SVP includes the idea of a research academy, which is an interesting idea, and which might help to mentor faculty into a grant writing space.
- We do have institutional support for grant writing at this university, designed to work with faculty to reduce barriers: SPS (Sponsored Program Services), <https://www.purdue.edu/business/sps/> So there's an environment to foster this work, and yet we see trends moving in the other direction.

- Rosie Clawson (POL): Are these data counting CLA members as PI, or co-PI?
 - DR: As I understand it, it's attached to the PI; that's how the university seems to count it. The data systems for the university are organized to count most figures only once.
- Melissa Remis (ANTH): Some of the data shows decimals, which suggests they may be giving us credit as co-PIs.
- Taylor Davis (PHIL): I have projects that might be grant-friendly, yet it doesn't seem like their pursuit would be helpful professionally. Even with support from the department, it's a risk: too much time, too much work taken away from other projects, too little likelihood of payoff. What could make a huge difference would be if this were a situation where simply getting the grant, regardless of output or results, would count strongly in terms of review and promotion.
 - DR: One idea would be to address what kind of mentoring we have in place to help faculty make that decision, to explore when and if grant proposals would make sense.
- Mike Johnston (ENGL): For a lot of us in the humanities portion of the CLA, the kinds of things we're interested gravitate toward fellowships that take us to special institutes or archives, and those aren't necessarily grants, per se: we don't necessarily need postdocs or labs. Many friends and colleagues have gotten prestigious fellowships, and that probably isn't getting counted.
 - DR: That's helpful, and there may be some ways to smooth that over. I think for example that Fulbright applications may be counted.
 - Melissa Remis (ANTH): As a rule, anything that you submit through SPS counts, but anything you do on your own, they have no way to count.
 - DR: We don't want to create disincentives. For example, we top off salaries for, e.g., Fulbrights, so that awardees don't have to take a pay cut.
- Dawn Marsh (HIST): My experience was being discouraged from spending too much time on grant applications when I was junior faculty. I also wonder whether we haven't seen a decrease in the number of large grants that are available. NEH, for example, has certainly seen both a cut and a major shift in its priorities.
 - DR: Two things we did recently – I'm looking for incentives to put in play – We did alter the buy-out rate so that it's easier to buy yourself out of courses with external grants, and our university development office hired Martha Weise Peredo as Director of Corporate and Foundation Relations. The deal we struck was that we could hold on to her as long as we could get a certain number of proposals out

the door (about \$1,000,000 for a year), and we came in very far under the mark, so that position has been reabsorbed into the university development office.

- Martha is still very happy to work with the CLA as needed: MAWeise@prf.org
- Steve Visser (DAP): We've done corporate sponsored projects since the early 90s, bringing in moderate sums of money, and we've always run them through gift funds, so they don't get counted. SPS has a new way to do corporate-sponsored projects for undergraduate students, and my experience has been that the process is slow and unwieldy. It did work, but it was far behind the operating schedule. My question is re: our gift fund projects: do we record those somehow? Or do them differently?
 - DR: The Lilly Foundation grant is counted as both a grant and a gift. I think that retroactive data entry should be possible, but we should check on that. I do know this process can be clunky, and I ask you to continue to be persistent.
- Rosie Clawson (POL): I would encourage the college to think about helping more with cost share. Other colleges often put in substantial amounts of money.
 - DR: This is the downward spiral we're in. Across the college, we have so little indirect cost recovery from grants that there's not much for us to put back in.
 - Rosie Clawson: If you want those numbers to go up, making the cost share levels clear needs to happen. For example, I'm not sure the buy-out adjustment is widely known.
- Kris Bross (ENGL): I wonder if some of the downward trend might come from an overall university sense that our efforts are being directed in ways that don't intersect with what a lot of us do. We highly appreciate the work done by the ADR office, for example, in sending out grant information—but those emails are often about, e.g., NIH and NSF or military grants, and that doesn't hit everyone. Maybe the college could do more intellectual matchmaking? Maybe more targeted work with individuals, especially at the associate and full levels, would be productive?
 - DR: Send interested colleagues to me or Sorin, and we'll send them directly to Martha, who is excellent.
 - Kris Bross: I appreciate that that's there as a resource; it's good to know. But important to note that sending out a blanket announcement won't work as well. Individual contacts are more likely to produce effects.
- Jennifer William (SLC): Does this number only count research grants, or does it also catch engagement, curricular, etc. grants?
 - DR: It includes all grants; it's a wide net.

- DR: If you have further thoughts, please share them with me. How do we approach the faculty mentoring question? We don't want to undermine the role of heads or colleagues, of course.
 - Steve Visser (DAP): I'm curious. At promotion time, let's say someone gets a \$50,000 grant. In some areas of the school, that's not much. Do you have an easy time at the university level justifying small grants as significant?
 - DR: I believe the university defers to us on how we set those standards.
- Stacey Connaughton: I will say that Kris Bross and I have had great luck working with Kim Powers in SPS. Highly recommend her. (765) 496-0159; powersk@purdue.edu

4. Standing Committee Business:

Educational Policy Committee: April Ginther (chair)

- Here's our first report. The EPC has convened. The CLA has a new Core. We've needed to address the new Diversity category, which combines three previous categories (Other Cultures, Racial & Ethnic Diversity, Gender Issues).
- We're now looking into how often these classes are offered. We require that core courses be offered every third semester—quite a few on the core list haven't been offered in several years.
 - We contacted department heads to inform them which courses were being offered and which were not.
 - Departments responded with information such as name changes and course revisions, and proposals for deletions and additions.
 - However, it is not the business of the EPC to enact course name changes; these things have regular channels.
- At the moment, the EPC is not actively excluding courses, but we believe that it's important for departments make ethical decisions about infrequent courses to ease the difficulties of students and their advisers.
 - Moving forward, the EPC will carefully monitor this information and make sure it is disseminated to advisors and department heads.
- Jen William (SLC): What will the process be for adding courses to the core?
 - April: It's the same process as before.

- Jen William (SLC): Will we still have the rule that courses can't have prereqs?
 - April: I don't think there are rule changes.
- Steve Visser (DAP): Do we know when the new core rule will take effect?
 - Lori Sparger: Students are in the new core as of Fall 2020, and students who were here before then will be able to opt in if they want.

Curriculum Committee: Taylor Davis (chair)

We have a list of courses, small changes, and one certificate.

- ENGL 110 (Introductory English class for international students: registrar asked us to remove the prerequisites)
- ENGL 390: practicum in tutoring writing (currently 2 credits). Desire is to change to 3 credits in WL; Purdue NW wants a 1-credit option—so now it's going to be variable credit to accommodate both.
- Business French (2 courses): increased prerequisites
- GER 205: approve new course—accelerated intermediate German (201+202 in one semester)
- HIST 31205: new course, The Arab-Israeli Conflict
- MUS 351: new course in studio piano, a 2-credit practice course
- Certificate in Science, Technology, and Society (STS): 15 credit hours with one required course (ANTH 210) and three more courses with a breadth requirement. Final 3 credits are a research project in the home department with an advisory committee.

Taylor moves to approve the courses.

Ian seconds.

No courses being pulled for discussion, Stacey calls the question. **Motion carries unanimously.**

5. Presentation on CLA Pre-Law Summer Camp (Derek Pacheco):

Careers in Law (1 week, 1-credit summer camp): recruitment initiative.

- Program is named Careers in Law; we emphasize transferable skills and professional aspirations.

- We're in the get-the-word-out phase. If you think your unit would be interested in participating, please bring it to your head or associate head.
- Derek is asking for interested programs to develop one active learning module, to be delivered twice in about an hour. We're planning for two sections of 20 students.
- We can't guarantee participation for every program, so we're asking for interested departments and schools to strategize about what kind of module they might offer.
 - Later in the semester I'll ask interested heads to task someone in their department to run point on developing and planning the activities.
 - This is ideal for people on 11- and 12-month contracts. Faculty pay would be at the department's discretion; this is the department's chance to display their attractions to interested high school students.
- For now I'm just asking that you share this information with your unit. Please email me (dpacheco@purdue.edu) with any questions.
 - Scott Feld (SOC): Can we have grad students work on this?
 - DP: We're not encouraging that. Some units might use graduate assistants as support, but for the lead presenter, parents want a credentialed professor for their students to meet.
- Rosie Clawson (POL): Where does the money for these courses go?
 - DP: For this particular one, to the CLA. General Studies courses go to the Provost's Office.

6. Old Business (5 minutes)

None

7. New Business (5 minutes)

None

9. Adjournment

Motion to adjourn is made by Nush.
Shannon seconds.

And we're done!

**MEETING OF THE
SENATE OF THE COLLEGE OF LIBERAL ARTS**

The November 2019 meeting of the Faculty Senate of the College of Liberal Arts was held at 3:30pm on Tuesday November 19, 2019 in STEW Room 310, Stacey Connaughton presiding.

MINUTES: Manushag Powell (Secretary); Reviewed by Stacey Connaughton (Chair), Shannon McMullin (Vice Chair)

1) Just the facts, Ma'am:

Meeting commenced with a colorful and vibrant display of research achievements and on-going projects from across the CLA. We heartily thank all the participants.

1. Approval of the minutes from the October 15, 2019 meeting

Minutes were approved without changes.

2. Announcements and Chair's Remarks (5 minutes)

November is Native American Heritage Month, and a good time for us to remember our obligations to the first Americans. A statement of acknowledgment of the first stewards of the land we are on (authored by Dawn Marsh) is read into record.

If anyone would like to discuss on-going issues in the CLA, always feel free to let Shannon or anyone on the agenda committee know. This is your senate.

3. Presentation by Executive Vice President of Research and Partnerships, Dr. Theresa Mayer with discussion following (45 minutes)

Two universities are embracing the need for change: Purdue and Arizona State. Presidents Daniels and Michael Crow (of Arizona State) have been leading the national conversation around the transformation of land grants. We also have a deep network of partnerships. EVPRP works with each college, focusing on things specific to the college with attention to the partnership areas, looking for potentialities of cross-cutting. We engage in a holistic manner attentive to individual relationships across an entire portfolio.

4. Financial report presented by Director of Financial Affairs, Kirke Willing (20minutes)

FY 19 ending balance about \$685,000, up from \$105,000 the previous year; expect about \$400,000 in FY 20. We're doing well and living within our means —ending balance of about \$200-\$700 thousand is desirable.

Main drivers of growth: recurring allocation went up by \$1.7 million; we've also seen an uptick in tuition and fees. Endowments, Gifts, and Transfers were also major drivers.

Expenses: in FY 19 were up 1.6%, about \$80 million. Most of our expenses are people: salary. Travel and professional expenses continue to increase (which is expected), as well as consulting expenses.

FY 2020 Projected Budget: we're doing well. External services revenue for Chegg will be a new funding source for the college.

5. **Committee Reports**

Curriculum Committee: Large slate of new and tweaked courses in film & video studies; new courses in Korean, and accelerated intermediate German (205) were unanimously approved.

6. **Report on Cornerstone Assessment** by Senior Associate Dean for Undergraduate Education and International Programs, Prof. Joel Ebarb (15 minutes + discussion; we will continue discussion into our December meeting if needed)

The full Report is available for all to view on the CLA Senate Website:

<https://www.cla.purdue.edu/facultyStaff/facsenate/cornerstone-annual-report-2019-final.pdf>

2018-19: Cornerstone enrolled a bit fewer than 2000 students in SCLA 101/102, and we graduated our very first certificate student.

The UCC has suggested additional standardization, and requested evidence of assessment with respect to scaffolding, feedback, and revision. In Spring 2020, Cornerstone will coordinate with the Writing Lab to do this.

7. **Old Business**

None.

8. **New Business**

Laura Zanotti (ANTH): Statement in support of Purdue students in reference to Jose Guzman Payano, the student denied medical services at CVS, is read into record. Could be taken up for consideration in December.

9. **Adjourn**

Kris Bross (ENGL) moves to adjourn, so we do.

2) The full minutes:

Meeting commenced with a colorful and vibrant display of research achievements and on-going projects from across the CLA. We heartily thank all the participants.

1. Approval of the minutes from the October 15, 2019 meeting

Minutes were approved without changes.

2. Announcements and Chair's Remarks (5 minutes)

November is Native American Heritage Month, and a good time for us to remember our obligations to the first Americans. A statement of acknowledgment of the first stewards of the land we are on (authored by Dawn Marsh) is read into record.

Before we begin, we would like to acknowledge the ancestral home of the first people who lived on the land Purdue University now occupies. There are no monuments, signs, or named building that acknowledge the first people. We should do better. We must do more. The least we can do today is acknowledge those ancestral and historic people, including the Potawatomi and Miami, and acknowledge them for being the first stewards of this land.

If anyone would like to discuss on-going issues in the CLA, always feel free to let Shannon or anyone on the agenda committee know. This is your senate.

3. Presentation by Executive Vice President of Research and Partnerships, Dr. Theresa Mayer with discussion following (45 minutes)

Introduction of Dr. Mayer

Congratulations upon a beautiful, informative poster session and very well done webpages, highlighting not only what you do but the faculty highlighting our work for Purdue and for society at large.

At Penn State, Dr. Mayer appreciated the opportunities there to work across college boundaries. All of the associate deans worked closely together, serving as connective tissue between different programs and institutes. Truly it was a partnership between humanities and sciences, a truly comprehensive land grant institution. Very few institutions have both the breadth and depth in so many disciplines. Our colleagues in industry don't necessarily have access "just across the hall" to people in other areas of expertise. Here at Purdue, you can see that same land-grant public core, a return to an institution with breadth, strength, depth, and commitment to research and education.

We face a practical reality that the state investment in public education has declined, as has the partnership with the federal government in the form of grant investments. We hear a narrative that we should try to go back to our roots, but our society is no longer largely an agricultural society; what does urbanization mean for the land grant?

Two universities are embracing the need for change: Purdue and Arizona State. Presidents Daniels and Michael Crow (of Arizona State) have been leading the national conversation around the transformation of land grants. We also have a deep network of partnerships, which is very different from the norm; we are focused on looking at research-industry partnerships holistically is unusual. EVPRP works with each college, focusing on things specific to the college with attention to the partnership areas, looking for potentialities of cross-cutting. We engage in a holistic manner attentive to individual relationships across an entire portfolio.

Sponsored Programs does not actually report to the research office — they report to the treasurer's office (some of you may not know that). But we work very closely with them, supporting scholarly integrity, ethics, and compliance. We provide core support because we must abide by very important federal regulations.

We wish to ensure that as our enterprise grows, we continue to evolve and staff and train our organization appropriately. IRB is a big challenge; our office has gone through a large transformation and now Purdue is fully accredited both for human and animal subjects.

We also support through Discovery Park a number of university-level centers & institutes, as well as many shared facilities in computational and experimental work. It was interesting to see how many of you here tap into those resources.

We have recently done a slight realignment of our corporate-partner and industry research teams. Foundation Relations has been spun off into its own unit, importantly for this group here. We have 5 individuals dedicated to the relationships with non-corporate foundations. News releases about this will be coming within the next week or so.

The floor is opened to questions.

Joel Ebarb: You talked about some changes you've made or are making, but what are some changes we might expect to see relevant to everyday faculty doing their work? What might we expect to notice?

TM: I think it's really important to listen before changing for the sake of change. First and foremost, what are the investments we're making that work really well? We want to continue to support those. We need to listen to the community for where you may be experiencing challenges and opportunities for enhancement. I value the research at the

level of individual faculty, which is important to the CLA. Interdisciplinary research doesn't align to all faculty. We've received positive feedback, and would love to hear more. We want to listen and learn and ensure we are providing appropriate support to the CLA. We are one place at the university level that looks across the colleges. The Big Idea Challenge has been quite successful. I'm very impressed by the funded programs, some very prestigious, highlighted on the posters here today. It does appear that we need enhanced support for our sponsor program services, which may be impacting CLA.

Cherie Maestas (POL): One of the things I didn't hear mentioned is funding through DOD sources. There's quite a bit of DOD money to support basic science and social science, e.g. in conflict prevention. Is there a way to connect there?

TM: I am so glad you asked that question. Given the broad base of sponsors that we have at Purdue, which includes good representation from the DOD, one of the areas where there is tremendous opportunity is exactly in what you just highlighted, including the intelligence community as well. We are enhancing our engagement with the DOD, and if there are particular CLA groups that have a strong interest that would be great to bubble up.

Last note: The level of energy in Purdue's faculty and students is just amazing.

4. Financial report presented by Director of Financial Affairs, Kirke Willing (20minutes)

KW makes his third report on the previous fiscal year — how 2019 compared to 2018, and what we're thinking for FY 2020. See attached slides.

FY 19 ending balance about \$685,000, up from \$105,000 the previous year; expect about \$400,000 in FY 20. We're doing well and living within our means — ending balance of about \$200-\$700 thousand is desirable.

Main drivers of growth: recurring allocation went up by \$1.7 million; we've also seen an uptick in tuition and fees. Endowments, Gifts, and Transfers were also major drivers.

Tuition & fee revenue is increasing, in part because of COMM's online MS degree. But the largest driver is the new international fee in PLaCE, which we had not had a steady funding source for before. Generates \$1.3 million in revenue.

Transfers are about \$5.5-\$6.5 million; has come down a bit (1.2 million) because of a funding change in how we receive dollars. This is because of a switch in how online master's programs are funded — we get both the revenue and the bills directly now. Going forward this will probably stabilize.

Expenses: in FY 19 were up 1.6%, about \$80 million. Most of our expenses are people: salary. Travel and professional expenses continue to increase (which is expected), as well as consulting expenses.

FY 2020 Projected Budget: we're doing well. External services revenue for Chegg will be a new funding source for the college. This is exciting; we're always looking for new revenue sources.

5. **Committee Reports**

Curriculum Committee: Taylor Davis.

We had one big “whack” of changes from film & video studies; all of their changes were approved without major concerns. Another big “whack” of courses concerns new courses in Korean. These were also all approved. Finally, German 205 (accelerated intermediate German) was also approved.

Moves to accept the slate of courses and changes.

Seconded: Nick Rauh (SLC)

Motion passes unanimously.

6. **Report on Cornerstone Assessment** by Senior Associate Dean for Undergraduate Education and International Programs, Joel Ebarb (15 minutes + discussion; we will continue discussion into our December meeting if needed)

It is my pleasure to present a summary of the Cornerstone Report. The full Report is available for all to view on the CLA Senate Website:

<https://www.cla.purdue.edu/facultyStaff/facsenate/cornerstone-annual-report-2019-final.pdf>

See also the attached slides for Dean Ebarb's presentation.

—> Annual reports will be delivered each year.

What is Cornerstone? It is two things: first, a 15-credit hour certificate based on a first-year sequence and five different themes. But we also colloquially refer to that first-year sequence (SCLA10100 & 10200) as “Cornerstone.”

351 students are registered for the certificate. The point of the program is to draw students into our classes in a way we hoped would be relevant to their course of study.

2018-19: Cornerstone enrolled a bit under 2000 students in 101/102, and we graduated our very first certificate student.

Grade distribution is similar to the rest of the university offerings in oral & written communication. Fewer As, more Bs, similar numbers of lower grades.

UCC Review for SCLA 101 — this was our first time being reviewed by the UCC. Through a glitch, 101's materials were submitted for information literacy but not reviewed, although they will be.

SCLA 101 received a grade of 3 for written communication, having met all of the minimum criteria for core inclusion. One thing that we didn't do compared to other units was include forms of assessment that mapped our outcomes to university core outcomes. We have since corrected the oversight and mapped our outcomes to university standards.

The UCC has suggested additional standardization, and requested evidence of assessment with respect to scaffolding, feedback, and revision. In Spring 2020, Cornerstone will coordinate with the Writing Lab to do this.

Assessment: It was naive to promise in January that we would be able to deliver meaningful assessment data in a few short months; other units use up to 15 months. I am grateful to Bradley Dilger in ICaP and Jen Hall from COMM 114 who shared their excellent assessment materials to help us prepare do this essential work. We have created an assessment timeline starting in Spring 2020 and concluding in Fall 2021 when we will share the completed report. Assessment for SCLA 102 is due in January of 2021; this is also reflected in the plans.

There was a question submitted to the senate about who is teaching in Cornerstone: We do have Cornerstone Visiting Assistant Professors (VAPs); all are formerly tenured professors from St. Joseph's College. We also have a continuing lecturer.

Eric Waltenberg (POL): Do you have any sense as to which of the 5 tracks are being pursued by certificate enrollees?

Melinda Zook (HIST): We are tracking this, but I don't know the answer to that. Students seem to move among the tracks; they are not required to stick to one.

Eric Waltenberg: Can you give more information to departments so we can figure out how to sequence?

Melinda Zook: The problem with students is that they often don't tell us their minors or tracks until they are close to graduation.

Rosie Clawson (POL): I am curious about the 351 students as well. What colleges are they from?

Melinda Zook: Most are from PPI and 1st-year engineering. Most who will complete the certificate are PPI. It's harder for engineers to do a certificate.

Rosie Clawson: What's the gender breakdown?

Melinda Zook: There are more men than women. I don't know the ratio, but there are almost always more men than women.

Joel Ebarb: We have that data and can share that out.

Dan Morris (ENGL): Do we think there will be concern from faculty in terms of the standardization of the writing element? Isn't there some problem with having a graduate student setting those models for faculty?

Joel Ebarb: Yes. There will be faculty concern. If we're going to assess, though, we must compare apples to apples; we have to get to something apple-shaped; we can do both things well.

Melinda Zook: We are looking at including similar outcomes and assessment of what the student achieved.

Stacey Connaughton: Joel is willing to come back in December to answer further questions.

7. **Old Business**

None.

8. **New Business**

Laura Zanotti (ANTH): Reads statement in support of Purdue students and, specifically, Jose Guzman Payano, the student denied medical services at CVS. This could be taken up for consideration in December.

9. **Adjourn**

Kris Bross (ENGL) moves to adjourn, so we do.

**MEETING OF THE
SENATE OF THE COLLEGE OF LIBERAL ARTS**

The December 2019 meeting of the Senate of the College of Liberal Arts was held at
3:30pm on Tuesday December 10, 2019 in STEW Room 202.
Stacey Connaughton presiding.

I. JUST THE FACTS, MA'AM:

1. Approval of minutes from the November 19, 2019 meeting

Minutes were entered as read.

2. Chair's Remarks (5 min)

Thank you for the wonderful reception for our EVPRP.

3. Dean's Report and Discussion (20 min)

Reference documents from the University Senate can be found here:

<https://www.purdue.edu/senate/documents/meetings/Causes-and-Consequences-of-Purdue-Grade-Inflation.pdf>

<https://www.purdue.edu/senate/documents/meetings/Grade-Inflation-Presentation.pdf>

This report was commissioned by the Trustees, and each dean has been asked to write a response to the report. I need your help for that.

Context: Purdue University's leadership had been very proud of the fact that for many years Purdue was a low outlier with respect to grades vs. comparable institutions. As "grade inflation" has become more of an issue for national discussion, there has been concern that Purdue's low outlier status has been slipping. Hence this analysis was requested.

Certainly the average GPA has been moving up, from about 2.9 to 3.1 in the past 8 years. Our peer institutions are pretty much either at or above where we are.

Causes of "grade inflation" are a combination of better-prepared students, better-fit course selection, and some is unexplained. 4 colleges are responsible for most "grade inflation": ENG, CLA, PPI, and Science (but for different reasons). The ENG and CLA grade increases are largely unexplained.

The results of having higher grades overall are not necessarily negative: higher grades increased graduation rates, help students persist in "higher-paying" majors, and they do not appear to have had any impact on starting salary for graduates.

Stacey: We need to form an advisory committee. If anyone else is interested in participating, please let us know. You can count me in as well.

4. Committee Reports

Faculty Affairs Committee – Ken Ferraro (10 min)

Summary of FAC Annual Meeting with the Dean (slides attached)

We met on April 29 with 6 questions for the dean.

From this discussion, the FAC has made suggestions for 2019.

- More direct communications with faculty.
- More faculty lunch meetings.
- Prioritize communicating vision and rationale for major initiatives and policies to the CLA faculty.
- Clarify the relationship between Cornerstone faculty hires and departmental or school hires.
- Articulate reasonable expectations for administrative and engagement work, and how existing high-demand courses are being supported.
- Sustain efforts to prioritize credit hours, minors, and certificates as metrics for budgetary decisions.

Curriculum committee – Taylor Davis (10 min)

First are the “normal” items on the agenda — a collection of moderate-to-minor revisions and tweaks to courses in Art and Design, all approved — we had a new course added in ASL (302), a new certificate program in Sports Studies and Production, some prerequisite alterations in German and Spanish to reflect the presence of the new 105 and 205 courses.

Approved.

Taylor: Next, there were a number of courses added to the Cornerstone Program. They have been approved by the Cornerstone Steering Committee, and by the Curriculum Committee; they are now to be presented to the Senate for approval.

Approved.

5. Report by Will Sartore, Director of International Programs and Study Abroad (15 min)

We’ve got a positive growth rate and expect to see more. We’ve got some upcoming initiatives for 2020, including improved intra-unit datasharing, a learning community for faculty to make it easier to take this on, inviting non-CLA students more explicitly to

participate in our programs, and a 5-year study connecting short-term to semester study abroad.

6. Brief FYI Presentation by CLA Senate Secretary Nush Powell regarding the work being done by the Task Force on Graduate Staff Minimum Salaries and Graduate Student Housing (5 min)

This task force was commissioned by the Provost's Office and is supported by the Graduate School. We are data gathering and will make a report in the spring. If you have perspectives about either of these questions, please send them to Nush.

7. Old Business (15 min)

Senior Associate Dean Joel Ebarb to answer any remaining questions regarding the Cornerstone Report

Discussion of resolution read by Laura Zanotti at November meeting

Laura read this petition at the end of our meeting in November, but since the petition's authors are unable to be present for the discussion today, we will hold the item to January.

Discussion of formation of a Committee for Diversity and Equity

Tabled until January so that Rachel Brooks can be present.

Discussion of Land Acknowledgement

Interest evident in a sustained discussion about looking for ways to encourage our faculty to be aware of land acknowledgments.

8. New Business

Joel Ebarb: It is my responsibility to have this body approve the slate of graduates for winter commencement.

Vote to approve our new graduates passes unanimously.

Rosie Clawson: I wanted to raise the issue of the new CLA policy on moderating our email list. I'd like to know whether faculty had input into that decision, and its rationale.

Dean Reingold: In terms of the process, I think it's a topic that we've talked about over the years in terms of aligning the CLA IT environment with the university's IT environment.

Dean Reingold: I would suggest that in the spirit of collaboration that we ask the Senate to work with us on this. I personally think this is a very soft form of regulation.

Stacey: We'll continue this conversation.

Motion to Adjourn?

Eric Waltenburg boldly moves to adjourn

Al Lopez seconds.

And that's the end for 2019.

II. THE FULL MINUTES, UNABRIDGED

1. Approval of minutes from the November 19, 2019 meeting

Minutes were entered as read.

2. Chair's Remarks (5 min)

Thank you for being here on December 10th and helping us achieve quorum; we've got important matters to undertake today. Thank you for the wonderful reception for our EVPRP; she was delighted to spend time with us and impressed by the work everyone put into representing the college; our dynamism was very apparent.

3. Dean's Report and Discussion (20 min)

Reference documents from the University Senate can be found here:

<https://www.purdue.edu/senate/documents/meetings/Causes-and-Consequences-of-Purdue-Grade-Inflation.pdf>

<https://www.purdue.edu/senate/documents/meetings/Grade-Inflation-Presentation.pdf>

This report was commissioned by the Trustees, and each dean has been asked to write a response to the report. I need your help for that.

Context: Purdue University's leadership had been very proud of the fact that for many years Purdue was a low outlier with respect to grades vs. comparable institutions. As "grade inflation" has become more of an issue for national discussion, there has been concern that Purdue's low outlier status has been slipping. Hence this analysis was requested.

Certainly the average GPA has been moving up, from about 2.9 to 3.1 in the past 8 years. Our peer institutions are pretty much either at or above where we are.

Causes of "grade inflation" are a combination of better-prepared students, better-fit course selection, and some is unexplained. 4 colleges are responsible for most "grade inflation": ENG, CLA, PPI, and Science (but for different reasons). The ENG and CLA grade increases are largely unexplained.

The results of having higher grades overall are not necessarily negative: higher grades increased graduation rates, help students persist in “higher-paying” majors, and they do not appear to have had any impact on starting salary for graduates.

Margaret Tillman (HIST): Do we know what vector of the grade spectrum the increases are coming from? That is, are fewer students getting Fs, or are fewer students getting Bs?

Dean Reingold (DR): The slides have some of the information around grade distribution, including sometimes broken down by specific class and department/school. Many of the large section classes are included in the data. It varies considerably by class and unit.

MT: But it would seem that if we have mechanisms that help students who would otherwise fail out, that could account for statistically a very high increase.

DR: I think what you’ll see here is a shift of many students towards Bs and As than previously.

Rosie Clawson (POL): I’m curious about the analysis. They only analyze the part of grade data where it goes up (2008-2017), not the place where it’s flat. Methodologically that’s a real problem.

DR: But even if you extend the curve out, you’ll see the increase.

RC: We don’t know that. If you’re truncating your data; you may not see the same patterns at all.

DR: I can ask about trying to extend out the time series. It’s a good question; I’m not sure. This may correspond to when academic records were digitized at a class level, but that may have been a bit earlier?

Joel Ebarb: Let me frame this from our discussion at the UEAC. Within our body, led by Frank Dooley, we see this as a very positive report. 2/3 of the grade increase on our campus comes directly from very positive things. We believe our courses and instructors are better; we’ve invested a great deal in the CIE and IMPACT. We’ve also gotten better at mentoring graduate instructors in their teaching. It only stands to reason that once we really started talking about teaching seriously on this campus that we’d make some advances.

The question is this 1/3 unexplained. Might it not be natural to assume some professors are grading slightly easier in order to encourage student success in their programs? Do we think (just for example) that first-year ENG has been feeling pressure to ensure that their students are successful? Alternatively, they have been working hard to prepare their students for success in lower-level courses; perhaps that’s now paying off.

At our heads' retreat before the semester started, we asked the heads to see whether recalibration was necessary? Can we poke around to see what's happening? We've been asked for a *response*, but not for a *plan*.

Brian Leung (ENGL): I had a professor who evaluated a paper of mine, and called me into her office and showed me the difference between the grade on the paper, and the arc of my learning. That was a critical and important moment, but it falls into "unexplained" — I am not concerned about that unexplained; not everything can be a statistic. I am always concerned when we start have conversations about grades as connected to future salary. I want my students to do well, but that's not a direct connection between GPA and salary.

Mike Johnston (ENGL): I think the smaller class sizes we've been experiencing might have something to do with this. Smaller class sizes mean more attention.

DR: They are controlling for class size. One thing that is not controlled is SATs; imputing them would be too messy.

Marlo David (ENGL): Where did these 1/3s come from? How were those causes determined?

DR: All the characteristics that are observable from these students (highschool GPA, AP scores) tend to explain about 1/3 average of the increase. We haven't seen the full list of parameters examined, however.

MD: So the idea of "grade inflation": is there a baseline grade that we're supposed to be looking for? What is "grade inflation," exactly?

DR: The basic question is what are the norms that we are working on as a faculty.

MD: What is the purpose of the report? Are we supposed to be doing something differently?

DR: We're midstream on that.

Joel: Provost Akridge specifically asked for a response. For me, the response is, "hey, this looks pretty good."

Steve Visser (DAP): The dates correlate pretty closely to when CLA split from HHS. The makeup of CLA changed right around there, and we may be able to correlate it to that. Also, a few years ago, Interior Design decided to do a "B or Better" program, which led to immediate "grade inflation", so it's since been removed, because it put tremendous pressure on the students and teachers.

Amanda Veile (ANTH): In response to plummeting enrollments, are people feeling pressure to make their classes more appealing by making them easier?

Ebarb: That's definitely a hypothesis.

DR: Should I try to avoid or include such hypotheses in my response?

Al Lopez (SIS): We may be victims of our own success, in one respect so to speak. Purdue has gotten a lot better at supporting and accommodating students who benefit from learning accommodations. We're good at it now. That's got to be reflected in this: intellectually able students are performing to their abilities now instead of being artificially limited, and that's got to be more significant than statistical noise.

Torsten Reimer (COMM): I know that many of us have had to refocus on assessment and course outcomes. That might be another important source of data. It gives some ability to track whether the improvement is real & measurable.

Nick Rauh (SLC): We started doing + and - grades in 2008; that may also be a factor.

DR: I'll follow up with Stacey on this. I would like to work with some Senate reps on our response. I'm mindful that could have a variety of forms — maybe as reviewers or referees, maybe as co-authors.

Rosie Clawson: Will you get the full report before you have to write the response?

DR: As I understand it now, the documents on the Uni Senate website constitute the report. (It has the data variables but not the control variables, e.g.) I think the ask right now from the Provost's office is to write a response (& we're getting peppered with reminders).

Brian Leung: Quick query: I'd be happy to volunteer, but I want to remind you and all of us that it important that we be sensitive to not automatically validate the premise that "grade inflation" is both present, and a problem.

DR: I will be sensitive to that. The other big question is whether this is something the college wants to work on, or not?

Nick Rauh: If they're concerned about slippage, there's a lot of potential reasons. We've done away with language requirements, and our peer institutions maintain them, for example.

Mo Trout (Bands and Orchestras): When were B&O included in the Liberal Arts? Our 1200 students make high grades; it's an attendance-based class.

Stacey: Brian, I heard you volunteer: thank you very much.

Brian Leung: Oh. (and then he smiled!)

Stacey: If anyone else is interested in participating, please let us know. You can count me in as well.

4. Committee Reports

Faculty Affairs Committee – Ken Ferraro (10 min)

Summary of FAC Annual Meeting with the Dean (slides attached)

It's a pleasure to be with you today. I have had the responsibility of chairing FAC for the past two years. Today we are representing our charge to meet annually with the dean; it has come to include an evaluation, although that word is not used in the by-laws. In 2018 there was an evaluative Qualtrics survey presented on by Cheryl Cooky last year. The dean articulated some action steps in response, including faculty development in strategic planning, communications, and leadership development.

This year we have opted to follow up on those action steps. We met on April 29 with 6 questions for the dean.

From this discussion, the FAC has made suggestions for 2019.

- More direct communications with faculty.
- More faculty lunch meetings.
- Prioritize communicating vision and rationale for major initiatives and policies to the CLA faculty.
- Clarify the relationship between Cornerstone faculty hires and departmental or school hires.
- Articulate reasonable expectations for administrative and engagement work, and how existing high-demand courses are being supported.
- Sustain efforts to prioritize credit hours, minors, and certificates as metrics for budgetary decisions.

Curriculum committee – Taylor Davis (10 min)

First are the “normal” items on the agenda — a collection of moderate-to-minor revisions and tweaks to courses in Art and Design, all approved — we had a new course added in ASL (302), a new certificate program in Sports Studies and Production, some prerequisite alterations in German and Spanish to reflect the presence of the new 105 and 205 courses.

Move to approve these changes (Taylor)
Seconded by Dawn Marsh (HIST)

Mike Johnston: Asks clarifying question re: level of ASL class.

Seeing no further discussion, Stacey calls the question and the motion passes unanimously.

Taylor: Next, there were a number of courses added to the Cornerstone Program. They have been approved by the Cornerstone Steering Committee, and by the Curriculum Committee; they are now to be presented to the Senate for approval.

Motion to approve: Taylor

Rosie Clawson: Seconds

Motion passes with one abstention.

5. Report by Will Sartore, Director of International Programs and Study Abroad (15 min)

It's an exciting time in CLA Study Abroad; we're a new team of three (with Brooke Armstrong and Evelyn Washington) and we cover a lot of ground.

We've got a positive growth rate and expect to see more. We've rebranded and have a standardized template for our faculty to use to ease the marketing burden on faculty. We strive for visibility and do lots of callouts and tabling. Lots of bridge-building with academic advisors. We also provide in-house study abroad advising. We have the second-highest participation in Purdue Study Abroad for this year. (Next up: catching Engineering.) 29% of our graduating students have done some study abroad. We've got some upcoming initiatives for 2020, including improved intra-unit datasharing, a learning community for faculty to make it easier to take this on, inviting non-CLA students more explicitly to participate in our programs, and a 5-year study connecting short-term to semester study abroad.

Stacey: will you come to classes?

Will: Yes, we're always ready to do that.

6. Brief FYI Presentation by CLA Senate Secretary Nush Powell regarding the work being done by the Task Force on Graduate Staff Minimum Salaries and Graduate Student Housing (5 min)

This task force was commissioned by the Provost's Office and is supported by the Graduate School. We are data gathering and will make a report in the spring with our recommendations re: whether we should raise the minimum university-wide graduate stipend (CLA's is above the minimum), and with a proposal about possibly replacing the graduate housing that was lost when Purdue Village was torn down and Hilltop Apartments were repurposed for undergraduates.

If you have perspectives about either of these questions, please send them to Nush. In particular, we're concerned that the loss of housing will hit international students and students with families especially hard.

7. Old Business (15 min)

Senior Associate Dean Joel Ebarb to answer any remaining questions regarding the Cornerstone Report

Ken Ferrero: Is it the vision going forward that the number of sections taught by T-T faculty will be the majority of sections taught?

Ebarb: At least for me, yes; that is one of the features of Cornerstone that helps to ensure its success: exposing our faculty to first-year students and vice-versa. We concentrate a great deal on 101 & 102, but it's the certificate that is really exciting to me; the goal is to get students moving toward the certificate, and we won't reach it without faculty interaction.

DR: Can I interject, that as far as I know, when the university looks at enrollments, mostly it's looking at majors, but that also includes certificates (but not minors). Certificates have a standing that is commensurate with majors.

Ebarb: At the same time, students are only reported once.

Discussion of resolution read by Laura Zanotti at November meeting

Laura read this petition at the end of our meeting in November, but since the petition's authors are unable to be present for the discussion today, we will hold the item to January.

Discussion of formation of a Committee for Diversity and Equity

Tabled until January so that Rachel Brooks can be present.

Discussion of Land Acknowledgement

Stacey: I want to make sure we have not lost sight of the statement we read at the last meeting in respectful acknowledgement of Native American Indian Heritage Month. I wanted to know if this is something we would like to discuss as a body, perhaps looking for ways to encourage our faculty to be aware of land acknowledgments. Is there interest in this body in this conversation?

(Numerous "Yes" responses from audience.)

Rosie Clawson: This might be something we could incorporate into the Strategic Vision Planning.

8. New Business

Joel Ebarb: It is my responsibility to have this body approve the slate of graduates for winter commencement. They are in the special folder I hold before me.

Nick Rauh moves and Shannon McMullen seconds. Vote to approve our new graduates passes unanimously.

Rosie Clawson: I wanted to raise the issue of the new CLA policy on moderating our email list. I'd like to know whether faculty had input into that decision, and its rationale.

DR: In terms of the process, I think it's a topic that we've talked about over the years in terms of aligning the CLA IT environment with the university's IT environment. This was shared with the FAC for feedback. It is not designed to stifle access to communication, which is why we set up the separate opt-in space. Joel would be the moderator for email items going to the CLA-ALL site.

Joel: The parameters of what's acceptable are in the document; it's not for me to make idiosyncratic judgments.

Steve Visser: I would like to applaud reduced emails.

Rosie: Hypothetically, let's say I wanted to forward an article critiquing President Daniels to the list. Would that be approved or denied?

Joel: I'd have to check the document.

DR: The parameters are clear. That would not go around; it's not official business.

Dawn Marsh (HIST): That's what the other list would be for, and I think that's very problematic.

Marlo David: What's the volume of the email to moderate and the potential for delays?

Joel: I will have some help.

DR: I think that if any of us wanted to send a note to all faculty or all employees on campus, we couldn't: it would be moderated via the provost's office. That's pretty standard across campus.

Brian Leung: I want to semi-support the idea of less email. But I think a better solution would be to disable reply-all.

<there are widespread noises of agreement>

DR: I would suggest that in the spirit of collaboration that we ask the Senate to work with us on this. I personally think this is a very soft form of regulation.

Paul Draper: If the goal is to cut down in email volume, there are other ways to do this that would still allow faculty engagement.

Stacey: We'll continue this conversation.

Motion to Adjourn?

Eric Waltenburg boldly moves to adjourn

Al Lopez seconds.

And that's the end for 2019.

MINUTES OF THE MEETING OF THE SENATE OF THE COLLEGE OF LIBERAL ARTS

The December 2019 meeting of the Senate of the College of Liberal Arts was held at 3:30pm on Tuesday February 11, 2020 in STEW Room 310. Stacey Connaughton presided.

SHORT VERSION, FOR DEPARTMENTAL DISCUSSION:

1. **Approval of the minutes**

Approved with no changes.

2. **Chair's remarks** (Stacey Connaughton)

Some highlights from Town Hall on Grad Inflation: Provost Akridge framed the Town Hall as an opportunity for all of us to think about the data: what story it tells. Rigor is often taken up in the media: what should our response be?

Joel Ebarb: The Senate's committee put together a very thoughtful response to this data; the dean's office, with Linda Renzulli's help, is working on a response to our response; the collective document will then be shared with the Provost.

3. **Dean's Report: Faculty Course Releases—Trends and Procedures for Administrative Releases** (David Reingold)

- My topic today is course releases. We face two dilemmas.
 - Our theoretical capacity for ladder faculty is 1092 courses per year. This past year we granted releases for 289 — about 26% of our total capacity. This is a substantial commitment to releases. How do we deal with the expectation that they be backfilled?
 - Equity dilemma: Releases are uneven across the college.

Joel: When we asked for the data the first time, we weren't aware of the extent of local variability. We'll ask for it again this year, but we're going to try to ask for it in a way that gives us better information.

Stacey: As a pathway forward, I would suggest that if any senators continue to wish to work on this, you should let me, Shanon, or Nush know, and we may be able to form an ad hoc committee.

4. Reports of the Standing Committees

- **Curriculum Committee (Taylor Davis)**

- New course: Introduction to Forensic Anthropology (approved)
- Revised descriptions of ENGL 106 and 108 to better reflect the difference between them (approved)
- New set of courses in Korean (approved)
- As a preliminary step, we approved a minor in ASL

Motion passed unanimously.

- **Nominating and Elections Committee (Wei Hong for Howard Sypher)**

Approval of Senate Apportionment – Unit Representation. For the coming year, there has been no change in apportionment.

- **Educational Policy Committee (April Ginther)**

- 1) CLA foreign language requirements for international students

Motion: The CLA Senate endorses the recommendation from the EPC to change the policy to state that, By virtue of having met the university's English-language proficiency admission requirement (a valid TOEFL, IELTS, or SAT score), the EPC recommends that international students whose first language is not English and who are majoring in the CLA should not be required to complete the second language requirement.

Having met the language requirement, the international student whose second language is English should be allowed to complete the 12 credits associated with the language requirement through electives of their own choice.

International students whose first language is English (e.g., new international beginners from the UK, Australia, Canada, etc.) will be required to meet the standard CLA second-language requirement.

After a sustained and useful discussion, a motion passed to postpone voting on this motion until March.

- 2) EPC motion #2 (pass/no pass option for 1st-year students):

We move that students be allowed to take courses Pass/No Pass at any time during their academic careers, including at the 1 or 2 classification. However, the student is still required to adhere to all University and departmental regulations with regard to the Pass/No Pass option. University guidelines state, "subject to the regulations of their school, students may elect this option in any course that does not already appear on their academic record and in which they are otherwise eligible to enroll"

for credit with letter grade. A student may not elect this option for more than 20% of the total credit hours required for graduation.”

Motion passed unanimously.

3) CLA BA/BS degree options (postponed)

- Faculty Affairs Committee
 - Report on discussion of CLA list separation and moderation (postponed)

4. Old Business (25 min)

- Update on Grade Inflation (covered)
- Discussion of Land Acknowledgement statement (postponed)

5. New Business (10 min)

- Process for the formation of a CLA Senate Diversity, Inclusion and Equity Committee

Professor Paul Dixon (SLC) will stay on as the chair of our ad hoc by-laws committee.

Volunteers : Shannon McMullin, Torsten Reimer, Brian Leung.

The Senate being out of time, we adjourned until March.

MINUTES OF THE MEETING OF THE SENATE OF THE COLLEGE OF LIBERAL ARTS

The December 2019 meeting of the Senate of the College of Liberal Arts was held at 3:30pm on Tuesday February 11, 2020 in STEW Room 310. Stacey Connaughton presided.

2. **Approval of the minutes**

Approved with no changes.

3. **Chair's remarks** (Stacey Connaughton)

Some highlights from Town Hall on Grad Inflation: Provost Akridge framed the Town Hall as an opportunity for all of us to think about the data: what story it tells. Rigor is often taken up in the media: what should our response be?

- Reminder that data is Fall 2008-Spring 2017.
- “Grade Inflation” = increase in GPA. Overall there has been about a 0.23 GPA increase in that time. Biggest spike was 2008-9.
- On average, the GPA at Purdue is below that of our peer institutions.
- 1/3 of the “grade inflation” is not attributed to direct causes by their data.
- Possible storylines include:
 - The students are just better—there is some data to suggest we are admitting better prepared students.
 - We are better aligning our assignments and learning objectives and outcomes.
 - We should not lose sight of the fact that so-called “Grade inflation” is helpful to students who may be structurally underserved.
- In Fall 2008, Purdue started a new registration system that now makes it easy for students to “shop” for classes. If we returned to the batch system, there could be a decrease.
- Colleges that have seen the sharpest increases have been those most actively committed to IMPACT.

Joel Ebarb: The Senate's committee (whom we thank for their work) put together a very thoughtful response to this data; the dean's office, with Linda Renzulli's help, is working on a response to our response; the collective document will then be shared with the Provost.

Brian Leung (ENGL): This is out of our control, but I'd like to suggest that the word “inflation” is very problematic. From what we could see, the “inflation” was a

fractional change, and not a damaging one. To the extent that we can avoid this inaccurate and inflammatory word, we should.

3. Dean's Report: Faculty Course Releases—Trends and Procedures for Administrative Releases (David Reingold)

- Thank you, everybody, for your work on this grade-related report.
- We are working on the Strategic Plan Task Force Operational Plans. The plans have been submitted to the heads for their feedback, and then we'll give the working groups a chance to reflect on that. We'll then bring them to the Senate for discussion in March.
- My topic today is course releases, which is the most sought-after request we get in the college (slides attached). We face two dilemmas and I do not have a workable framework for addressing them.
 - We are trying to stay on top of where we are on course releases across the college. The data I have are not actual releases taken. They are releases granted. Faculty members do not always take granted releases, so reporting on this information is very tricky.
 - Our theoretical capacity for ladder faculty is 1092 courses per year. This past year we granted releases for 289 — about 26% of our total capacity. There are many reasons for these releases; they include medical, sabbatical, administration, grants, fellowships, journals, and partial retirement.
 - One of the biggest dilemmas we face is that there is a perception that the college has a pot of money that it can draw on to replace the teaching capability created due to leaves. However, I am not aware that there ever has been, and know that there is not currently, money that allows us to backfill the teaching releases. We struggle with this. This is a substantial commitment to releases. How do we deal with the expectation that they be backfilled?
 - Equity dilemma: Releases for Graduate Directors are uneven across the college. Similar issue with DUS positions as well.
 - In some universities, course releases are directly linked to the size of programs. That might be a way to think about this.
 - Help me think through how we should address the “pinch point” of backfilling the classes unfilled by releases. Sometimes there is salary savings, but generally not. With fellowships, we often have to top off salaries.
 - Help me think through how we address the equity question.

Shannon McMullen (SIS): I want to go back to the DGS slide. I'm not sure you have enough information there? You don't have any information about how things are

organized, and how the support staff function. You don't have job descriptions. Your titles are different. We can't really begin to make comparisons.

DR: Yes — this position has grown organically in each school and department.

SM: Sometimes for good reason: they respond to local conditions.

DR: This information is not designed to be complete. Maybe we need to look at other pieces.

Joel: Just to fill in what Shannon is saying: Holly and I have been working on this since last year, but it's almost impossible to show it to you in a meaningful way because of that variability. When we asked for the data the first time, we weren't aware of the extent of that variability. We'll ask for it again this year, but we're going to try to ask for it in a way that gives us better information. Even then, it will be difficult to reflect it back.

Kris Bross (ENGL): I have a parallel question about the undergraduate directors. Does this data reflect the clinical and contingent faculty? Some of them work in these positions. People have different demands on their time and different expectations with their positions.

DR: We can expand our scope, no question.

Brian Leung (ENGL): I don't know that connecting this to the number of students served is truly useful. In Creative Writing we have increased our majors and minor numbers back to the crash level. I'm serving far more students than when I was first hired. The administrative work load has been fairly constant, because much of what I do is programming. So there's not necessarily a strong correlation between the labor the position requires and number of students served.

Mike Johnston (ENGL): Two questions: Are these releases causing real teaching gaps that can hurt students? And are you hearing from departments that units feel there is unfairness?

DR: The answer to the first question is yes. There's an expectation that we will fill the gap, but nothing was ever set up to do this systematically. The second issue is that there are reports of faculty members who have not been allowed to take sabbatical because the unit requires their presence uninterrupted. Comparatively, 25% course releases may be on the low side for the Big 10. We're trying to at least reduce the

extremes of service inequity, not with, frankly, much success. The organizational patterns already established are resistant to change.

Torsten Reimer (COMM): I have been wondering: what is the justification that the teaching load in CLA is substantially higher than in other colleges? I am wondering if we can learn from other colleges to articulate how we need substantial room to provide these resources.

DR: There are some units in CLA that are thinking a 2:1 teaching load might be a disciplinary norm. One reason Psychology moved to HHS may have involved this negotiation. In practice, as a college, we are a 2:1 institution. How we distribute that one course release in four is within our control. I would speculate based on my experience as dean of environmental science programs that the expectation is that faculty will generate enough cost recovery in grants to offset the teaching releases. Reduced teaching load is sometimes even explicitly linked to money brought in.

Rumor: The ICHE has some policies on the teaching load of a faculty member at a publicly supported university. (I have never verified this.) It is 3:3, reducible to 2:2 at R1 schools.

Marlo David (ENGL): I was curious about the concept of equity on those slides. Might an argument be that actual equity means giving more support to the smaller units, because the “low-major units” need support to grow? I would argue that low numbers can’t be rectified by taking releases away from us.

DR: You make a compelling case in terms of how you can sort of think about this. What I want to say right now is that as far as I can tell we’re in a historical legacy mode, and it’s hard to rationalize except we’re doing things as we have always done them. If you think about what the college is investing in its people, it deserves a great deal more thought.

Stacey Connaughton: Is this something you would like a formal response on?

DR: I leave it to the chair and the senate to sort out how they would like to respond. Extended sportsball metaphor follows.

Joel: Trying to collect and present this data has taught us a lot. When we do this again, we’ll be more likely to ask the questions in the right way and get the right context to create a more meaningful and useful report.

SC: As a pathway forward, I would suggest that if any senators continue to wish to work on this, you should let me, Shanon, or Nush know, and we may be able to form an ad hoc committee. Joel and Holly, thank you for assembling all of this work.

4. Reports of the Standing Committees

• Curriculum Committee (Taylor Davis)

Our January meeting was relatively brief.

- New course: Introduction to Forensic Anthropology (approved)
- Revised descriptions of ENGL 106 and 108 to better reflect the difference between them (approved)
- New set of courses in Korean (approved)
- As a preliminary step, we approved a minor in ASL: 2 prerequisites, and then 15 hours of additional coursework. The courses to fill out the minor will come later.

Motion to approve the changes was seconded by Kris Bross.

No discussion followed.

Motion passed unanimously.

• Nominating and Elections Committee (Wei Hong for Howard Sypher)

Approval of Senate Apportionment – Unit Representation. Every year in February we approve the reapportionment of senators for the next year. For the coming year, there has been no change in apportionment.

Stacey moves to approve the reapportionment. Shannon seconds.

No discussion followed.

Motion to approve passed unanimously.

• Educational Policy Committee (April Ginther)

- 4) CLA foreign language requirements for international students

The EPC has primarily been charged with core evaluations, but since the core is frozen this year, we've been asked to consider other issues and to make recommendations on them. The first was on the foreign language requirement for international students. We recommend that if international students have a language proficiency score sufficient for admission, they should receive credit for a second language.

Motion: The CLA Senate endorses the recommendation from the EPC to change the policy to state that, By virtue of having met the university's English-language proficiency admission requirement (a valid TOEFL, IELTS, or SAT score), the EPC recommends that international students whose first language is not English and who are majoring in the CLA should not be required to complete the second language requirement.

Having met the language requirement, the international student whose second language is English should be allowed to complete the 12 credits associated with the language requirement through electives of their own choice.

International students whose first language is English (e.g., new international beginners from the UK, Australia, Canada, etc.) will be required to meet the standard CLA second-language requirement.

Scott Feld (SOC): This seems backwards? The requirements for a second language are met by testing out or taking coursework. Wouldn't the obvious way to put this in effect be to have students test out of their first language? I don't think we need to change the policy.

April Ginther: The base assumption is that people here need to learn a second language, but some of these international students—who are highly tested—bring a proficiency score with them. We have no apparatus to test people out of English. A first language speaker of English, of course, would still be expected to meet the requirements at Purdue.

Margaret Tillman (HIST): I think that Dr. Feld is suggesting that international students be tested in the way that domestic students are tested in their second language. For example, someone might grow up speaking a non-English language, but this doesn't necessarily indicate that they are literate in that language.

SF: That is correct.

AG: I think you're talking about something other than what we're proposing. The base-level score required is quite high. We don't require students to show that they are "literate" in English; their score to gain admission is very high.

Jen William (SLC): To clarify, this is a second-language requirement. We're assuming the student is already coming in with two languages. That fulfills the CLA's requirement. SLC supports this policy.

AG: What we're trying to do is prevent students needing to take a third language.

Joel Ebarb: Let me make a further clarification. Because this is in our college, it is the advisors who will interpret this policy. This policy will guide them: right now we have no policy and it's very variable what students are made to do. However, the suggestion made by this proposal is currently happening pretty often right now already. The change would just be to write it down, and make it clear for everyone. This is local, and not at the university level.

Paul Draper (PHIL): Is there some way to expand this policy so that it would include, for example, a student from Puerto Rico?

AG: That's an excellent point, but I'm not sure how to write a policy that will cover all possible language backgrounds.

Eric Waltenberg (POL): Let's say we have someone whose first language is English but who claims to be fluent in another language. How would we verify that?

AG: Via a proficiency test.

EW: Then can we maintain that policy to verify the proficiency of a first language for students who claim to be L2 speakers of English?

Jen William: SLC doesn't have the infrastructure to test all L2 speakers in all first languages.

Brian Leung: We should provide SLC with more course releases.

A motion to postpone discussion of this motion until March was made by Professor Leung and seconded by Professor Tillman. The motion passes with three abstentions.

Joel: Can we help by providing information in anticipation of continued discussion?

Scott Feld: It would be helpful to include language that explains the spirit of this requirement is to asks the students to demonstrate proficiency in English and some second language.

5) EPC motion #2 (pass/no pass option for 1st-year students):
We move that students be allowed to take courses Pass/No Pass at any time during their academic careers, including at the 1 or 2 classification. However, the student is still required to adhere to all University and departmental regulations with regard to the Pass/No Pass option. University

guidelines state, “subject to the regulations of their school, students may elect this option in any course that does not already appear on their academic record and in which they are otherwise eligible to enroll for credit with letter grade. A student may not elect this option for more than 20% of the total credit hours required for graduation.”

Professor Waltenburg moves to approve as read. Professor Reimer seconds.

Kris Bross (ENGL): Do the advisors want to see this change?

Joel: The advisors have asked for a clear policy, since the students want to know the reason why they are being told no on this. Our advisors are rule followers, and they're uncomfortable as things stand.

Stacey called the question. Motion passed unanimously.

6) CLA BA/BS degree options (postponed)

- Faculty Affairs Committee
 - Report on discussion of CLA list separation and moderation (postponed)

4. Old Business (25 min)

- Update on Grade Inflation (covered)
- Discussion of Land Acknowledgement statement (postponed)

5. New Business (10 min)

- Process for the formation of a CLA Senate Diversity, Inclusion and Equity Committee

We give a hearty shout out to Professor Paul Dixon (SLC), who has agreed to stay on as the chair of our ad hoc by-laws committee. This is important because we need to update our by-laws to accommodate the discussion we had following Rachel Brooke's presentation about designating senate members to serve as liaisons to the college's standing group on Diversity, Inclusion, and Equity.

Volunteers: Shannon McMullin, Torsten Reimer, Brian Leung. We thank them heartily as well!

The Senate being out of time, we adjourned until March.

MINUTES FOR THE MEETING OF THE SENATE OF THE COLLEGE OF LIBERAL ARTS

The March 2019 meeting of the Senate of the College of Liberal Arts held at 3:30pm on Tuesday March 24, 2020 via Zoom, with Stacey Connaughton presiding.

Zoom Meeting was hosted by Nush Powell
Meeting ID: 936 429 614

Minutes reported by Shannon McMullen.

We reached quorum and opened the meeting around 3:40pm.

Stacey Connaughton went over Zoom etiquette for the meeting, including how we will vote (yes and no buttons) and how to request recognition to speak (hand raise button).

The February Minutes were entered as read having received approval indicated by “yes” icons on Zoom.

1. Memorial Statement “Remembering Rolf H.W. Theen, Emeritus of Political” composed by Ann Maria Clark, Associate Professor of Political Science was read by Mark Tilton, Associate Professor Political Science

(This very thoughtful tribute will be distributed with the minutes and archived on Senate website.)

2. Chair’s Remarks from Stacey Connaughton (reproduced below in their entirety)

Before we proceed with our agenda, I’d like to share a few words.

Thank you all for being here today. I try to say “thank you” at the start of every Senate meeting, but I mean that today perhaps more than ever before. I say that because...

I know there is a lot on your plate, on your minds, in your hearts. And it is not only Purdue work-related. Don’t get me wrong – I know our workloads have increased – we’re doing our work differently and with that comes developing all new routines, new ways of doing, new ways of being.

But there is a lot on our plates now that is non-Purdue work-related as well.

- For some, you are trying to educate your children at home as well as students at Purdue;
- others are taking care of parents and trying to shield loved ones who are amongst our most vulnerable;
- some of you have loved ones and friends who are healthcare professionals – on the front lines working to save lives;
- some of you are working tirelessly with graduate and undergraduate students who are uncertain, scared, and lacking social and material support of their own;
- some of you are far away from loved ones and worried;
- some of you may yourselves live alone and may be feeling pretty isolated.

It is two days after “Spring Break” and we may already feel drained, wiped out, and physically and emotionally exhausted. After all, all of that care takes a great deal of physical and emotional energy. We can imagine many more situations than the ones I have just described that we may find ourselves and the people we care about in. Through it all, I hope that we each continue to uplift ourselves and each other through our combined Strength, Support, and Solidarity:

- Strength – that we all have within ourselves; that sometimes we have to reach in and find; but which we in CLA exhibit during the most difficult of times
- Support – that we show for each other, those who we know and those we don’t know
- Solidarity – standing together.

I am imagining myself standing before you all right now, and looking out onto your faces. And as I do so, I see a group of people who I have come to know as strong, supportive, and community-oriented. I know that all of us in CLA will rise to this challenge, and do so with grace. If the CLA Senate can help to support you and others in any way, please let us know.

Once again, thank you. Let us know if you need anything.

Following these thoughtful and heartfelt words, Stacey shared the following updates from the March 23, 2020 University Senate meeting:

- The following statement on anti-Asian and Asian American discrimination was passed by the University Senate:
“As fear and anxiety about COVID-19 has spread across this country, there has been increased incidences of prejudice, xenophobia, discrimination, violence, and racism directed against people from Asian nations as well as Asian Americans. As a university that is home to thousands of international students and a large Asian American community, we write this to condemn any form of anti-Asian or anti-Asian American bigotry. Attacks inflicted upon these communities will not be tolerated at Purdue University.”
- Add/Drop and Pass/Fail Deadlines have been extended
- No furloughs are being contemplated at this time
- There are fewer than 1000 undergraduate students on campus
- No decision has been made about the mode of delivery for summer courses

Other announcements from the Chair:

- Updated Strategic Vision Plan Task Force Reports are scheduled to be shared with Stacey on or around April 4th. Once they arrive, they will be shared out with the Senate, so that they can solicit feedback from their departments. The Agenda Committee will gather feedback from senators electronically which will then be shared with the task force co-chairs.
- We will be meeting via Zoom in April, so the Task Force Co-Chairs will not be making presentations, but senators will still have a voice and opportunity to provide feedback.

3. Circulation of the Candidates for Graduation in Spring 2020, presented by Joel Ebarb, Associate Dean for Undergraduate Studies

Dean Ebarb presented the list of Spring graduation candidates, which we viewed in tiny print on screen, for approval. Following a motion for approval from Stacey, we approve unanimously via electronic submission of yes votes.

Passing of the baton:

Stacey has to leave at 3:55 for a Discovery Park Directors WebEx meeting. She signs off and Secretary / Zoom host Nush Powell briefly reprises her role as CLA Senate Chair.

4. Curriculum Committee – Taylor Davis

“Fast and furious,” Taylor summarizes the proposed changes as everyone looks at the descriptions on the screen.

Following the motion to approve, discussion occurs on two points—

Michael Johnston sees a typo on the first page & proposes a friendly amendment to fix it; Taylor agrees and will mention to Holly.

Ian Lindsay asks about streamlining small changes (i.e. smaller changes are made without going to committee or coming to the full senate for a vote). Taylor would be happy if that is true.

Dean Ebarb clarifies: “We have streamlined quite a bit.”

There are many things that Holly and Joel move through the system without bringing to committee. They decide whether something merits review by the Curriculum Committee (and err on the side of caution). What we are experiencing “is the slimmed down version.” The changes we discuss are ones Joel and Holly feel should have faculty input.

Brian Leung: Thank you for the LGBTQ change. (Referring to a course title change the included updating LGBT to LGBTQ)

Taylor: Welcome

At this point with no further discussion, Nush Powell calls the question and the motion carries to which, she responds, “Thank you all!”

5. **New Business and Announcements:**

Reminder of call for volunteers to serve on Senate committees.

Nush observes that Taylor has demonstrated how much work gets done in committees. Many hands make light work. She shares that the Agenda Committee is the wittiest committee (Side note: this reputation will suffer mightily when she rotates off).

Nush makes it clear how many people are needed for the committees and who is eligible. We still need volunteers:

Agenda Committee: Still need 2 senators (any area)

Nominating and Elections (2 senators needed) (NOT HIST, SLC, or SOC)

Educational Policy Committee (3 needed) (NOT COMM, ENGL, HIST, or SLC)

Faculty Affairs Committee (1 needed) (NOT COMM, DAP, HIST, POL, or SLC)

Grade Appeals: We need 5 more faculty members (any area)

Curriculum Committee (1 needed) (NOT ENGL, HIST, PHIL, SIS, SLC, or SOC)

Grade appeals is light work. (Dean Ebarb emphasizes this last point with a chat message.)

Nush asks if there are any questions about committee work – there are none.

In response to a call for any new business, Brian Leung explains he feels obligated to share a recent discussion from the English Department. He emphasizes that the topic is something can be saved for a more detailed discussion in the near future, but wants to bring it to our attention now.

Leung expresses “concern about the tone and direction” in President Daniels’ recent [Washington Post Op-Ed piece](#). Reference: “Let’s Talk about the Grim Realities of the Coronavirus at the Dinner Table” (3/19/20). He suggests that a Senate discussion and response to the sentiment in the editorial is merited. He is not asking for a direct response to the President, but asking us to consider how in general the Senate would want to respond to the kind of rhetoric represented in the essay.

Nush, who suggests it is a practice to read what the President writes in media, summarizes the article for those who have not yet read it.

Brian Leung concludes by encouraging everyone to read the editorial. He does not expect alignment or one single response. As a senator, he is requesting that we discuss the piece and its implications. Leung does not presume to speak for the Department of English.

Nush asks for any other new business items – there are none. Likewise, there is nothing brought up to be addressed as old business.

A motion to adjourn comes from Michael Johnston and is seconded by Emily Allen. We successfully adjourn our first Zoom meeting and sign off at 4:15pm!

MINUTES OF THE SENATE OF THE COLLEGE OF LIBERAL ARTS

The April 2020 meeting of the Senate of the College of Liberal Arts was held at 3:30pm on Tuesday April 14, 2020 via Zoom, with Stacey Connaughton presiding.

Minutes by Shannon McMullen based on a lightly edited transcript of the meeting.

Quorum reached at 3:20pm. Meeting begins at 3:30pm with reminders of voting procedures and Zoom etiquette.

March Minutes were entered as read.

Chair's Remarks: Stacey Connaughton

April's Chair's remarks were the final remarks for Stacey Connaughton as Chair of the CLA Senate.

First, again, thank you all so very much for being here today. It has now been a little over four weeks since we've been living our new reality. And I imagine some of you, like me, have felt a whole big wide range of different kinds of emotions. So sometimes we may be feeling worry, anger, frustration, fear, anxiety, sadness. But I hope and I imagine that we've also felt some joy, perhaps in connecting with loved ones in new ways. Sometimes I hope we felt some happiness. Again, when we see people around us of all ages, helping each other, and uplifting each other. And I hope we have felt some gratitude, certainly to still be employed, to have health care, to have shelter, to have food, when so many in the country and around the world, do not.

The last time we were together back in March, we spoke about following the lead of each other in the CLA community and continuing to be strong, supportive and working in solidarity. And that continues to be so important now to in this time when we're all simultaneously trying to just get through and do so with the excellence that we hold ourselves to. I think it's also important that we take the time to recognize each other, and to be kind to one another. We're all going above and beyond. I know each of you in this virtual zoom space is going above and beyond in so many aspects of your lives. So, let's take care of each other. And be sure to take care of ourselves, while we do that.

This year serving you all and our colleagues and CLA has been a great pleasure for me. And I am really grateful for the good-natured participation of each of you, for all of our committee chairs and members, and for the support of the Dean's office. And a very, very special thanks to Shannon McMullen and Nush Powell, for keeping me laughing and sane. And for keeping all of us really moving forward and continuing to help the college do great things. Thank you all for everything that you've done for the Senate. And for the college.

I think this is a moment when CLA voices must be heard. And so, let's continue to raise those voices.

One more announcement before we get to our agenda. Given everything that has been happening, the Dean's office has very understandably decided to postpone work on our strategic plan implementation. So that means the Senate will not see the task force reports during this

semester. Instead, we hope that we'll see them in the fall. And Shannon, of course, as next year's chair will keep you posted on that during the start of the 2021 academic year.
All right. So, let's get back to our agenda.

CLA Senate Elections

STACEY CONNAUGHTON: I am delighted to present to you the slate of committee members for the CLA senate 2021. As you can see, or as you saw this morning, when you received the slate, it consists of names of senators and faculty members who volunteered to serve. It also contains the names of graduate and undergraduate students who volunteered to serve. And it contains the names of the Dean's appointees.

A big huge thank you to everyone who volunteered and a very special thank you to the Department Heads, Grad Directors and Undergrad Directors who invited students to be a part of the standing committees. And last but not least, a huge thank you to Wei Hong for her assistance in all of this.

At this time, I'd love to turn the zoom floor over to Eric Waltenberg from Political Science, a candidate for Vice Chair to say a few words, Eric.

ERIC WALTENBERG: Thank you, Stacey. See, Stacey earlier today emailed me and asked if I'd be willing to say a few words about how excited I am to be nominated for vice chair. And I'll take her at her word and keep this to very few words. I am excited by the opportunity, and I hope I don't blow it.

I've had the great good fortune of watching two predecessors who did an excellent job. And I'll try my best just to emulate how well they did. So, I'm looking forward to the opportunity to serve the Senate and the college for the upcoming academic year.

STACEY CONNAUGHTON: Thanks so much, Eric. I have a strong hunch you're not going to blow it. We really set the bar pretty high. Thank you so much for your willingness to serve. And also Torsten Reimer from the Brian Lamb School of Communication as a candidate for Secretary, who's also here to say a few words.

TORSTEN REIMER: Yeah. Hello, everybody. I'm Torsten Reimer, faculty member in the Brian Lamb School of Communication. And I'm excited to be considered as secretary for next year. So, I would be happy to serve CLA, the Senate and Shannon, in the role of the secretary.

STACEY CONNAUGHTON: Thank you. Thank you so much, Torsten. You all will notice as you're reviewing the slate for those two offices and then also for the committees themselves that the chairs are listed as TBD, to be decided. We have folks on each of the committees who are interested in serving in those roles, which is great. Process wise, each committee will come together in the Fall and officially decide on a Chair. Alright, with that in mind, Do I have a motion from the floor?

EMILY ALLEN moves to approve the slate of candidates.

MARGARET TILMAN seconds.

BRIAN LEUNG: Hello, everyone. I just have a question about my nomination. I'm looking at under Nominating and Election Committees and it says three-year term. It says the document says Spring only. And I just wanted to just be clear. I don't. I'm not reelected. Next year is my last year. So is it clear that I'm serving only next spring in that I won't be filling out a three-year term?

STACEY CONNAUGHTON: Thank you, Brian, very much. We're making a note of that. I know Michael McNamara also raised this point with me earlier. I had meant to mention that we will have a friendly amendment to Emily's motion in just a second to see if we can adjust this to reflect that Michael will be only serving for two more years as well. And Brian, why don't we do the same with you since you will only be on the Senate for Spring. We appreciate your service and we don't want to extend you beyond your time.

BRIAN LEUNG: Oh, I'll come back to the Senate at some point. So awesome.

STACEY CONNAUGHTON: Emily, might I invite you I or someone else to do a friendly amendment?

EMILY ALLEN: Yes, I would like to offer a friendly amendment. In the friendliest of ways I will amend that. Although, of course, I would like Brian to serve for life. I will back down.

STACEY CONNAUGHTON: Thank you, Emily. All right. And I think that applies to both. Michael McNamara and then also to Brian. Okay. Any other discussion?

Seeing none, Stacey Connaughton calls the question and Senators were directed to register their vote by clicking yes or no in Zoom. The motion carries – all nominees are approved.

STACEY CONNAUGHTON: Thank you all very much again for your willingness to serve next year. All right, we'll now turn to standing committee business. And again, once again, I'm happy to call on Taylor Davis, the chair of the curriculum committee, to walk us through the curriculum committees work.

CURRICULUM COMMITTEE (TAYLOR DAVIS)

SUMMARY: The proposed curricular changes, additions and amendments were approved as presented in the document that was circulated with the agenda. This included items from the School of Languages and Cultures, partnering with Purdue Polytechnic Statewide to approve existing core courses and general education courses to count for the Polytechnic, concentrations for Film and Video Studies, and approval of a Science and Technology Studies Certificate (with a shout out to Ian Lindsay for his work).

WORD-FOR-WORD FOR THE RECORD: Okay, so we had less to do this week than we have in recent weeks. So, this portion will be relatively quick. We approved the course in languages and cultures on theory, theories of teaching world languages, which basically just focuses on teaching people to teach languages. Everything about it checked out and looked good. So we were happy to approve it.

And then moving down below that this item Polytechnic State statewide. So Purdue Polytechnic had been partnering with IU to do general education courses for their core offerings. And I don't know why but apparently that partnership ended. And so now they need to find other ways to offer core courses and general education courses. And one way of doing that is to approve adding to their catalogs and courses that are already in our catalog that have already been approved and are already taught here. And so these three courses listed here, History of Photography, Art Appreciation, History of the Space Age are courses that are already approved and being run in here in West Lafayette. And the approval here is just to allow pre-Polytechnic to offer them as well. And so the curriculum committee was happy to approve that. We didn't see any reason not to allow that.

Next, Film and Video Studies is creating some concentrations. This is really just to help their students to identify or point out some paths that are frankly already available to students. So all the courses being offered in each concentration are already offered and are already available to students. But creating concentrations shows them a specific path that already exists, that they can take. And so, we saw no reason not to approve that. That seemed like a good idea. They're hoping that it might also encourage students maybe who weren't already interested in film and video production and might point out some options to them.

And then finally, we approved a certificate in Science and Technology Studies also going under the name STS. We talked about this, maybe roughly a year ago, maybe the beginning of this year. And that was a sort of provisional approval to put the rest of the process under way. And now we're doing the more official approval to actually put this certificate in the books. And the main idea here is that Science and Technology Studies is a sort of growing burgeoning field that focuses on science and technology from a humanities perspective. Purdue has lots of good options in this area already. Lots of great courses are offered. Ian Lindsay's been spearheading this to put together a certificate program around courses that already exist. And that I think, it pretty quickly came together and looks like a really great program; really great certificate program. And I think this is really building on a great strength that Purdue already had in its pocket. And so, we were happy to approve that.

And I believe that's it for this month. So, I suppose I'd like to make a motion to vote to approve these changes.

ERIC WALTENBERG seconds the motion.

The motion carries; there being no discussion the changes are unanimously approved.

STACEY CONNAUGHTON: All right. Wonderful. And Taylor, you and your entire committee: thank you so, so much for all of your work this year. You've been a wonderfully productive committee and we're really grateful for all of your hard work. Thank you. Thank you.

All right. Next on our agenda.

Q&A WITH DEAN REINGOLD

STACEY CONNAUGHTON: I am really, really, really happy that Dean Reingold agreed to take some time talking with us today about questions and concerns. Just as a reminder, you were all sent the list of questions that we had received for the Dean and we were able to share those with the Dean late yesterday and send him some late breaking questions earlier today, too.

Just personally, I want to say how grateful I am to Dean Reingold for his willingness to try to answer our questions. You all can imagine for the last several weeks our Deans and Associate Deans have been engaged in very frequent and very regular meetings with the Provost's Office, with the EVPRP, with Sponsored Programs, with the Graduate School, and many other folks around the university to try to figure out a lot in a very short amount of time and amidst constantly changing and evolving circumstances. So, Dean Reingold, we're happy that you agreed to do this. And thank you again for being here today.

DEAN REINGOLD: Sure. My pleasure. Stacy, it's been great working with you this year. Thank you for leadership. It's made a big difference. Shannon, we are looking forward to continuing to work with you as the incoming Chair, and Eric, congratulations, we will enjoy working with you as well. And, and thank you all on the Senate for your service this past year, in some pretty extraordinary times.

Before answering the list of questions provided to the Dean by members of CLA, he offered some remarks.

DEAN REINGOLD: I will bookend this in the front end by saying how proud I am of everybody in the College and how we've served, reacted, responded to, to these events. We deliver, as you all know, about 20% of the credit hours on campus. This sort of last-minute, midstream shift into the online or distance education space is a big, big lift for us. We have, I think, performed exceedingly well. Everybody is doing everything they can to make the best of what are difficult circumstances. I'm very proud to be a part of such a terrific group of colleagues.

The level of stress that everybody's under, trying to do this from home with lots of people with kids around and trying to struggle through their own kids being in limbo in terms of their online education in the primary and secondary level, family members who are under duress and perhaps even worse, losing their lives. I mean, it's really just extraordinary times. So, the plea for kindness Stacey, I think is a good one, and I second it.

Following these remarks, Dean Reingold went through the list of questions he was provided with, one by one. Each original question has been included in its entirety in order to provide an

entire record of questions and answers (the Dean understandably abbreviated the questions in order to have more time to provide answers).

CLA Teaching and Research

Q1: What are the expectations about enrollments for next year? How possible is it that we will be teaching remotely in the Fall semester? (The Dean may not have the answer, but at least considering the options would be helpful.)

DEAN REINGOLD: This is sort of the \$2 trillion question. Let me just start off by saying, we all wish we knew the answer to this question. So, I'm gonna put my answer here is, I think, you know, a bit speculative. We're in an unprecedented situation. We just don't know what the enrollment picture is going to look like, for next year.

The admissions if you look at the official sort of information on admissions and acceptances, at the undergraduate level are up, as is the rest of the campus. So we've got a lot of people saying that they are planning to come, which is good news, and our accept our accepted offers are high.

But you know, there are other indicators out there. If you look at some of the survey data, of high school graduating seniors and their parents, it suggests that a lot of people are sitting on the sidelines, taking a wait and see approach. They're not quite sure if they're gonna start college, or maybe they're gonna wait to see if next year is disrupted. There are a lot of people out there who are experiencing pretty severe financial stress. And how that's going to ripple through the ability of people to actually pay for college is a big unknown.

It's also a big question on the international side. Right now, the whole visa process has been more or less been shut down. We're starting to see some early signs of people being able to get visa meetings in their home countries in July but, that actually has just happened over the past couple of days. Before that everybody was basically being told that they had to wait until November, which meant that we basically see no new and maybe few international students on campus.

So, the reality is we were really not going to know where we're going to be on the enrollment piece both in the college and more broadly on the campus probably until late summer, when everybody is sort of faced with that decision point. So that's where we are.

Q2: I'd like to know whether the university has any contingency plans for fall 2020 if it should still be unsafe, or once more become unsafe, to hold classes on campus. As of right now, although there are various models out there, no one really knows what to expect from the pandemic. It could continue; it could intensify again; it could return during the fall semester; etc. Should it become necessary to teach on-line in the fall, it would be good for us to be prepared in advance to do that, rather than facing another Dunkirk in the middle of the semester.

DEAN REINGOLD: President Daniels convened the Safe Campus Task Force to try and essentially answer this question of, you know, what are the contingency plans that the university should be trying to look at and to develop? And they've got a very quick turnaround time. They are supposed to deliver a draft report to the President, I believe on Monday [April 20, 2020]. The Safe Campus Task Force is divided up into six working groups. Each of them has produced a sort of a draft white paper which was just circulated to the Deans yesterday, and we're providing some feedback on each of these groups. The final draft will be presented to the President, I believe, next week. And, that information will sort of be fed into this decision-making process about next steps and to think through how the campus can operate.

Let me I will say this, there's a very strong desire by the President and the Board of Trustees, the Deans and pretty much everybody to try and have something that looks well, I don't know if normal is the right word, but to have a school year, where there are students on campus and there are is an open campus, let me put it that way where the campus is open. But, obviously under safe conditions. So that effort is underway.

Q3: Some courses require a pedagogy with synchronous instruction. What plans are being made for the future so that students, no matter how far flung, can benefit from a defined online class meeting time?

DEAN REINGOLD: This is a real dilemma for us and our students. And I think it will continue to be one. You know, given the fact that Purdue has students from all across the world, it's hard to imagine a scenario in which synchronous instruction will work for online courses. We can't ask one student to be in class at let's say, 12 noon, while at the same time another student is in class at that time at midnight, which is essentially sort of what we're what we're up against. So, it's a real challenge associated with being a global institution. And you know, if you are hearing from colleagues who are facing this question about needing to have synchronous instruction, I really encourage them to reach out to their Heads. And for us [Dean and Heads] to try and work through these, if there are special circumstances. But we believe that the best approach to try and accommodate the fact that we have students taking classes all over the world is for the format of instruction to be asynchronous

Q4: Upper administration at the university level has interpreted the current crisis as an opportunity to "accelerate" (Pres. Daniels' term) online teaching programs. I have yet to hear or read a statement by upper administration affirming the value of classroom-style face to face teaching at Purdue. Nonetheless, I would wager that most liberal arts faculty (and many students) believe that classroom-oriented teaching remains a best practice for most liberal arts educational endeavors. What is the Dean's current position on the short term and, potentially, long term shift towards e-learning for the liberal arts? Would the Dean be willing to make a public statement in which he affirms the fundamental value of classroom teaching as the best practice in the liberal arts?

DEAN REINGOLD: There's absolutely no question that the leadership of the university—I think uniformly the academic leadership of the university, including myself, the Deans—and I have to think pretty much our colleagues at large—believe in face-to-face instruction, and believe in residential, higher education. That is what West Lafayette has been about for the past 150 years.

And I think that it will be hopefully for the foreseeable future. We are committed to that proposition. At the same time, we're committed to trying to put the college in the strongest position possible at present. That may mean having more online classes than we've had; than we've offered historically. We're just in mindful that CLA through the undergraduate online program with the Online Education Office delivers about 10,000. Over the past couple years, we've delivered about 10,000 credit hours of online instruction at the undergraduate level each year, which is one of the largest set of offerings anywhere on campus. We've proven we can teach effectively online. And obviously, we have been very effective in our instruction face to face. And so, in some ways, I think it's a good position for us to be in. I don't see that commitment to face to face instruction as a residential campus as being in question.

Q5: My primary concern is that significantly reduced graduate enrollments will be used to cancel graduate seminars and discourage further enrollment from other recruits. Elective courses are unlikely to make with enrollments as low as 2. The College is imposing enrollment reductions without altering minimum enrollment requirements. The latter will have to be adjusted if programs are to be sustainable and faculty are to teach. Reducing enrollments also reduces diversity within the College. This goes against Purdue (and CLA's) core commitment to diversity.

DEAN REINGOLD: In response to this, we have been, I think, very flexible—and we'll continue to be flexible—about graduate student enrollment in terms of class size limits. So, if for some reason, if people are getting jammed up on that, please reach out, please have them reach out to their Heads. And let us sort of work through that because I think that there is sort of a historic legacy. There's some historical legacies on this, that have, perhaps, been slow to evolve. But, we're looking very closely at graduate enrollments for next year. You know, tomorrow, April 15, is the National Signing Day. And, we'll get more information in terms of the uptake of, of offers, and we'll have a better sense of the size of our graduate program for the fall and we'll make decisions accordingly. But we have been thinking intentionally a bit conservative in terms of, you know, trying to make sure that we're in a strong position to be able to support all of our students here.

Q6: I'd like to know if anybody has initiated a College-level initiative to preemptively extol the virtues of the liberal arts in this moment (beyond the social science pop up lab, which I think is great)? I could be wrong, but my assumption is that we'll be hit pretty hard by the pandemic fallout. Yet the countless political, economic, social, and cultural implications of this situation vividly illustrate the need for deep engagement with the humanities and social sciences, and the inadequacies of solely scientific and technical thinking. And if nobody has, could we?

DEAN REINGOLD: I guess my response to that question is that maybe I and a couple other folks are the only folks who sort of are listening to ourselves. But I feel like we've been trying to do that for the past, almost six years now, that I've been in this role, and—or sorry, this is my sixth year—five years now, and the College has, I think, made a significant investment in our time and resources and advocating for the liberal arts from the Dean's office and through our efforts around marketing communications. And, I think doing so has really had some real

benefits. I think we've seen this through in part some of those efforts that the ability to stem some of the losses on undergraduate enrollments and actually start seeing growth in undergraduate enrollments. It's brought more attention to our programs nationally, in ways that I don't think we've ever sort of perhaps had the kind of exposure that we've had and whether it's in the Chronicle of Higher Education just this past year or, in other settings. And, I think all those efforts have really put the College on more solid footing. And obviously, we're committed to continuing to advocate for the College as a leader in innovative liberal arts education and scholarship. And, we've been doing that and we'll continue to do it and hopefully, that message will, will continue to sink in.

Q7: We're getting multiple emails reminding us that we have resources for doing the jobs that we have to keep doing online; suggesting that the time is ripe if we want to hop on a new research project; urging us to make sure our grad students somehow cross the finish line on time—but no one from CLA's top has, to my knowledge, asked faculty or staff how they are doing. I am curious as to what the administration sees as their role with respect to faculty and staff during this crisis. There have been numerous serious outreach attempts toward undergraduate students originating in the Provost's office, and the Graduate School has been responsive and alert to graduate student concerns. Has there been enough human engagement from what should be the center of humanism on campus?

DEAN REINGOLD: So on this, I guess I apologize if we have not been proactive enough on that. Obviously, we care greatly about how our colleagues are doing—faculty, staff, students. And, we can do more of that. I'm mindful that the level, the volume of messaging that's sort of happened and cascaded throughout the university has been very sort of thick. We've been trying to sort of do our part, and perhaps erred on the side of too little rather than too much in terms of not adding to that the inundation of email like. But obviously we're very appreciative of all the work our faculty and staff are doing and the unexpected turn of events that they've been asked to work under. And we're mindful that there are lots of stressors that we're all facing in this environment. And I guess one of the things we're trying to do is not to add to those stressors, and maybe we've overcorrected too much. But given the nature of that question, maybe we will sort of try and recalibrate a little bit on that piece. All right.

Q8: Classroom space may become an issue if students need to social-distance. Many departments have seen their allocations of classroom space radically reduced in recent years. What steps is the Dean taking to increase classroom space for the liberal arts? Can course scheduling be expanded to include more early morning, evening, and, possibly, even Saturday classes, to enable more sections of more classes to take place?

DEAN REINGOLD: I think it's important to remind everybody that classroom space has been at a premium across the campus for years—at least as long as I've been in West Lafayette. The bulk of classrooms, and this is certainly true for CLA, are all managed centrally. I don't envision this changing. I think one of the things that the campus has done is put most of the R&R projects to the capital, physical facilities, rehab projects on hold for next academic year. And so you know, and that's one of the space, one of the budget saving, changes that's happened. So space is going to continue to be a premium. And it'll continue to be allocated as it has in the past. And that with

regard to social distancing, and the educational programs, this is one of the one of the questions that the Safe Campus Task Force is grappling with. And if you right now look at the CDC guidance on this, it says that every person should have six of distance. Now that's not just six feet of distance in one direction. That's six feet distance in every direction. That's why a room needs to, if you read this guidance, allegedly each person needs about 120 some odd square feet. When you sort of do that calculation it means that, putting students in classrooms, we don't have that many classrooms that will fit that many people. That is something the Safe Campus Taskforce is going to have to is going to have to work on.

Q9: Online instruction for writing courses is exponentially more time-consuming for students and faculty. Should online instruction be forced upon us for another semester, what plans are in place to reduce enrollment caps in a variety of writing intensive courses?

DEAN REINGOLD: Right now, we have no plans to reduce any of the enrollment caps. And in this moment of this current global health and economic crisis, it seems very likely—and this may be a hard response to take. But this is the reality—it seems very likely that we're all going to be asked to do more with less. And, so right now, we don't see any changes happening in terms of enrollment caps.

Budget

Q10: I think it would be helpful to hear from the Dean regarding the state of the College, in terms of possible budget cuts... and what directives has he received, or what options is he considering relative to changes in the funds available. I would also ask specifically about any plans to eliminate programs or units and what can be expected for faculty / staff in those units.

DEAN REINGOLD: So, you know, right now, we have not received any directives on budget cuts. Obviously, there have been a number of cost saving measures that the university has taken that are affecting us. All hiring has been paused across the university. We have seen that the university announced that there will be no merit increases or they'll be suspended. The university is looking to stop or pause to spend \$30 million in R&R projects. All of those items are cost saving measures. I'm anticipating there will be additional requests for this coming year. There have been a variety of scenarios that have been discussed. But no decisions have been made. At this point, I would say that these measures are not being handled at a college level. They are being handled at the university level. And, I think that that will continue to be the case. One of the reasons why we have been cautiously holding off on making financial commitments—whether that's in terms of allowing departments to extend additional graduate offers to students beyond the first set of students that they sent offers to or, trying to hold back on certain expenditures—is because we're expecting that we're going to be asked to give some things back and we just don't know what those are. And so, we think it's more prudent to try and do that now; to hold back now so that we have more flexibility moving forward.

Q11: News reports are circulating about how the COVID virus is prompting some universities to consider furloughs, personnel cuts, salary cuts and other adjustments to current appointments to avoid a budget crisis. As far as you know right now, with the exceptions of the delay in merit pay and the freeze on hiring that have already been announced, have any of these other sorts of measures been discussed at the administrative level here at Purdue as realistic possibilities that could be implemented any time soon? Are you able at this time to assure the faculty, lecturers, and staff in CLA that they need not worry about the possibility of such measures affecting their jobs going forward in the coming weeks or months?

DEAN REINGOLD: Where are we on these questions? Again, this is a really an extraordinary unprecedented time. I mean, the university and the college are committed to navigating it with the best interests of the institution, with all the people in mind. You know, I will say I think we're fortunate at Purdue to have a tough seasoned leadership that has been through a lot of tests in their careers. I mean, President Daniels was the OMB Director when 9/11 happened, he was the Governor during the 2008 financial crisis. We have a Board of Trustees that's thoughtful, and that cares deeply about interacting with and listening to the academic leadership. So, I think in many ways, we're very, very fortunate to have that kind of leadership at the university—that stability and thoughtfulness. We'll just have to see how this unfolds. There are some fairly significant threats out there and storms, frankly that are gathering in terms of the financial environment that I have not seen in my career and I lived through the 2008 environment, and this is a different scale of potentially a different scale.

Q12: How will merit and promotion increases be affected? For some of us, this was a big year, with major publications and promotions and thus expectations of a big salary jump.

DEAN REINGOLD: So, actually, I was able to dig up an answer to this question which had been silent. So, it is my understanding, and I will have egg on my face if this is wrong, but it's my understanding that promotions, merit increases related to promotions will happen. So, for our colleagues that we are celebrating their milestone promotions, those salaries will be adjusted to reflect their accomplishments. So that is a bit of good news.

Q13: Will programs like ASPIRE, ERHA, ENGAGE, etc. be funded at the same levels?

DEAN REINGOLD: So, our budget request to the Provost included funding for these programs. We can talk about each one of these in their own right. For example, the ASPIRE program, largely, not exclusively, but largely funds travel. If you look at how it's being used, right now, nobody can travel and it's unclear whether or not moving forward, how those travel restrictions are going to change. I think it is, I would say very likely, that we're going to see some substantial changes to our funding in a variety of faculty support programs. Obviously, they're critical for us. But the environment is changing. And I think all of these programs are, likely to be suspended, at least for a period of time. But we'll see. Right now we don't have a budget. The budgets usually are voted on by the Board of Trustees in their June meeting, and so I don't expect us probably to have more clarity on some of these questions until then. But we certainly did make the ask. We made a number of asks. I can go through all of them; including asks related to standing up some of our initiatives through the through the strategic planning effort, which we're

very excited about and we will circle back on. A number of other exciting efforts, but well, you know, we're just going to have to be patient as the university works through some of these, decisions that it has to make.

Q14: All of us lost research time and money with cancellations; can we keep those funds (whatever was not lost) in our research accounts?

DEAN REINGOLD: Right now, we have sort of put a hold or hit the pause button on all University funded research accounts. They can be used, but we are working on those requests [for spending] on a case by case basis. We want to see where the university ends up in terms of its financial management over the next several weeks and months, and we'll revisit that as it comes.

Q15: Given the likely hit to our budget and our financial uncertainty, are you willing to prioritize job security within the College, and are you willing to prioritize not furloughing or laying off staff and contingent faculty?

DEAN REINGOLD: So, let me just say that I am committed to managing the financial situation within the best of my ability and in the best interest of the college and our people in mind. And I certainly hope that we don't end up having to go down the path of considering furloughs, laying people off. At the end of the day, I believe most of those decisions will happen at a university level. We will see what happens. I think a lot of that, decision making will be contingent on what the Fall Enrollment picture looks like, and whether or not we are in fact, sort of operating as an open campus or not, and how the demand for educational programs is impacted by the current events.

Q16: President Daniels has described merit raises as “irresponsible.” It is, obviously, difficult, for faculty and staff to ask for merit raises in the context of massive national unemployment. At the same time, upper administration has consistently thanked faculty and staff for their extraordinary efforts to maintain a quality educational experience for students in these unprecedented times. The Federal CARES Program has granted Purdue WL over 20 million dollars to help the university deal with potential budget shortfalls. Half of these funds must be used to help students with financial aid, but compared to most other colleges and universities Purdue is in a relatively strong position to weather the financial storms associated with this crisis. Does the Dean have any plans to offer all Liberal Arts faculty and staff financial support for their extraordinary efforts? Is the Dean working to develop an emergency funding program for especially needy Liberal Arts employees who may be struggling to pay bills in this difficult time?

DEAN REINGOLD: I think everybody has seen that the President has announced the university's commitment is to its employees through June 30. And in many ways, we are in a better position than many of our sister institutions and we're grateful for that. Funds within the college are generally for specific fund sources and purposes, and are generally in terms of the endowment are sort of identified for those [specific earmarked] purposes. Any efforts at this point in terms of compensating people for additional efforts, again, would be a decision that would be made not at the Deans level, but would be made by the university leadership. We'll

have to wait and see in terms of how that unfolds. I think we are in a much stronger financial position--our friends in my old University where I came from down in Bloomington, their Board of Trustees just approved a loan application for \$1 billion for the university. I'm not on the inside, but just from an outsider looking in, I think that means that they don't they don't have enough money to pay their bills if things really hit the rocks. I think Purdue University, it looks like it's in a pretty strong financial position. But even Harvard University with what's their endowment? I don't know \$50-60 billion? just today announced that they are going to be engaging in hiring freezes and a variety of budget cuts. This is a storm that is even affecting those institutions that you would think would not be affected.

Q17: In a recent Washington Post article, President Daniels mocked liberal arts style conference attendance as "the leisure of the theory class." President Daniels stated that the cancelling of such conferences was one of the silver linings of the virus crisis. Does the Dean agree? Does he foresee major cuts in conference funding for the coming year? Will he fight to restore funding for conference attendance?

DEAN REINGOLD: Do I agree? I'm not quite sure that that's what he said. Maybe we could have that debate about, what the meaning of what he was trying to say there. But again, the budget environment is still evolving. You know, I think that in terms of the issue of what's going to happen with conference funding for the coming year, I'm not sure that we're going to see a lot of academic conferences actually taking place. But you know, everybody who's on the call has a better feel for what is likely to be, so I guess I'd start with the question of, "Do we even think that academic conferences this coming year are going to be convened face-to-face?" I think that my guess is the odds of that are pretty low. And then our university is going to be paying to, for people to travel. And I think again, we're going to probably see a fear [for travel] until we come up with some actual cures for this virus. I think you're gonna see a substantial curtailment in travel and traveling related expenses across the board, and that's not just with us, but in general.

Q18: Are all unused stipends associated with Endowed Chairs being taken away for this year? And also for future years? Or are certain liberal arts professors with endowed chairs not having their stipend taken away? And who chooses, and why? Are all stipends associated with endowed chairs discretionary funding that is being taken away? Does the stipend include any RA-ship associated with the chair, or just the stipend?

DEAN REINGOLD: Again, to just reiterate: all hiring and spending within the college have been put on pause for the current fiscal year. So, if people want to access these funds, we are asking them to ask their Heads, and then we will work with them on a case-by-case basis to navigate and make decisions on what is an appropriate use of funds given these extraordinary circumstances. And, and that's the case for Purdue-funded accounts. Okay. Now, if a faculty member has accounts from an external source, you have an NSF grant, you have an NEH grant, you have an NIH grant, you have a grant from the Templeton Foundation, etc. those funds are fully available, are being managed locally and, and all that work needs to continue and will be supported. When we have accounts that are supported by Purdue institutional resources, we are holding those funds closely and working with each individual on accessing those. And we're asking for some patience here as we get a better sense of what is likely to come.

Q19: Given President Daniels’ aggressive cutting of the budget over the past few years as well as his aggressive fund raising, why can’t the university use its endowment to weather the financial storm for the next few years? What is this large endowment for, if not to weather a financial storm like this one? Wouldn’t use of the university endowment be a better way of ensuring the continuation of quality faculty recruitment and so quality education of students...a way of making Purdue stand out nationally? And if the university’s endowment has gone away, do we need to rethink how it is invested for any future crises?

DEAN REINGOLD: Again, we're lucky to be at a place that has been well-managed financially and I think will be well-served by the financial management of the university as we weather this storm. The University leadership determines how best to manage the storm—particularly about how to manage the endowment. The endowment is really, in many cases set up for these very discreet and intentional purposes. It's not just simply unrestricted funds that can be moved around from one place to another. And, obviously, donors prescribe what they want to use it for and the like, and, and the question of how the use of the endowment will be managed is a question that happens between the president as far as I can tell, and the CFO.

Q20: Given that the cost to the College was no greater than before this COVID-19 event, why did CLA choose to degrade graduate instruction by rescinding the previously approved incoming cohort sizes?

DEAN REINGOLD: Well, again, I don't agree with the premise of that question. I don't think we were degrading the graduate programs, but we made a decision to try and manage our commitments conservatively this coming year. And based on what I'm reading, in terms of our industry, in terms of higher education press, I think that it seems to be a fairly common approach. We'll see what the yields are. It's a very unusual year in terms of graduate education. Some people would speculate that most people who are going to get offers are going to accept them, given the fact that the alternatives out there might be so limited. There is another line of thinking that perhaps people are going to hold off on venturing into an educational program right now, given all the uncertainties. Then you have the question whether or not international students are actually going to be able to get visas and come. There's just so much uncertainty right now. We just thought it was prudent to hold off on operating as if it's a normal year. And again, these are financial commitments that are not on this year's financial basis. This is for next year's fiscal year and the year after and so on. So, we're trying to be prudent on that.

Safe Campus Task Force

Q21: I am deeply concerned about the Safe Campus Task Force recently announced by President Daniels. https://coronavirus.purdue.edu/safecampus-taskforce/?_ga=2.5487988.617957215.1586541225-857591141.1415471068

The Task Force is completely made up of administrators. How can this be? How can the university come up with a reasonable and acceptable plan for “radical changes” regarding how we “teach, learn, perform research” with only administrators on the committee?

It is critical to the university's success to have faculty involved in the planning and decision-making. Faculty have knowledge, expertise, and perspectives (about teaching, learning, research, etc.) that will be central to developing a plan that works. If we have learned anything from this crisis, we should have learned that the voices of those with expertise must be included in planning and decision-making.

Having "scientific advisors" who are faculty available to the task force is fine, but that is not the same as having faculty on the task force itself.

Will you speak with President Daniels and Provost Akridge about the need for faculty members to be included on this task force?

DEAN REINGOLD: Let me just say that the Safe Campus Task Force is made up from what I can tell a very well-respected group of individuals. You know, Dean Hummels and Dean Reed are exceptional leaders on this campus. Dr. Lisa Mauer, Dr. Arvind Raman, Dr. Pamela Karagory as well as Dean Hummels and Dean Reed are all faculty members as far as I know. And, I guess, I have every confidence in their ability and the ability of this group to work through some of these tough questions, to come up with some recommendations and advance a plan that's in the best interest of the university. I think it's also important to remember that the Taskforce is looking at all aspects of safety including residential living, student activities, visitors on campus, food service, employee safety, and much more. They're reaching out to people, they're collecting input broadly. I think it's a very open transparent process. And, aso I guess I just don't agree with the premise of the question. I think that we have a number of colleagues here who are in a fine position to work on these questions. And of course, this is input into a set of decision making. At some point, this taskforce will make some observations, some recommendations, and it will be up to the leadership of the university to sort out how to factor that into their ultimate decision making.

Q22: President Daniels has created an emergency task force to prepare for what the President has described as unquestionable changes in how Purdue goes forward in the upcoming school year. Looking at the list of members of the task force, I did not recognize many (if any) names of liberal arts faculty or staff. Should the Liberal Arts have a louder voice and more robust presence on university-wide planning committees as Purdue faces inevitable change for next school year?

DEAN REINGOLD: I guess I'll say this. If we're doing an accounting of members, not every college is represented on the committee and that's just sort of the nature of these things. Again, I have a high degree of trust in the individuals who are part of this committee, and believe that they will do a good job for us, and trust them, and I trust the process.

So that is, those are the questions I have Stacey, if I missed any, let me know. And I'm happy to take it from here.

Stacey Connaughton thanks Dean Reingold and opens the floor to discussion of the responses and further questions.

DISCUSSION

BRIAN LEUNG: Hi, everyone, and thank you, Dean Reingold for that. All those responses—that must have been a lot to thought through for the last 24 hours. So, I'm really appreciative of that. I don't have a question for you.

I just want to make a remark to you and to the group based on the questions and responses I heard. Writing courses are crazy intensive when you're doing them online—the word [in the original question] was exponentially. And I just want to share with everyone who's not teaching in a writing intensive course, not that I'm poor mouthing myself or anything, but if this is an ongoing proposition [teaching online], of course cap enrollments is something that we really need to talk about and not just rely on, we're gonna have to do more with less. But that said, I'm pitching in just like everyone else. You know, I have no fault with the university right now. And what we've been asked to do, I think, we made the prudent decision and I appreciate the university leadership for that, but I don't want us to pretend in the humanities, where there is a lot of a writing intensive coursework, that it's easily transferable to online instruction and also the asynchronous teaching while necessary right now, I think that is something also we have to continue to talk about, because at least in my field, it's a quite unworkable long term solution. But Dean Reingold I have no arguments with you or your responses. That was just a reaction. So thank you.

PAUL DRAPER: I want to mention something about the synchronous versus asynchronous teaching. Also, I'm teaching two classes right now. One is a class of 20 that I am doing with synchronous teaching by Zoom. And the other is a class of 35, which I'm doing asynchronous. I don't know how the asynchronous one is going I mean, I give an exam last week, and I'll know pretty soon more about that. The synchronous one is going very well. One thing that I noticed is that unlike the first half of the semester, pretty much almost every day now is 100% attendance, people don't have to worry about missing the bus or if they're sick, they can still attend. So I wonder, you know, ... if someone is remote, and their time zone is different, and so on. You know, some of them might actually say, Hey, I can take this course or actually see the professor and discuss things at midnight. That's great. You know, I know when I was a student, I always got very sleepy in the afternoons. I would have preferred midnight courses, but and of course, they don't have to take the course if it's synchronous. And, you know, I'm not talking so much about lower division courses, but more upper division or graduate elective type courses. So I just would encourage people making these decisions to think carefully about whether it has to be all or nothing, whether there can be a mix—some synchronous courses and people could be able to take advantage of some of the benefits of those, instead of kind of just ruling it out automatically right from the start if in case we, for example, had another crisis in the fall, we had a surge of COVID-19 again. So, just mentioning my experience with it so far, it's going great.

DEAN REINGOLD: Thanks. Yeah, I will say on that, there is some discussion in terms of preparing for the future, and you can forecast the future as well as I can. It's probably wise given this, having lived through this, to prepare ourselves for the possibility that we could have similar kinds of disruptions. And one thing that's been sort of described is to try and encourage faculty members to think a little bit more about how to develop just as a part of their routine, a bit more

of a hybrid approach. So, there's a little bit more of an online component. I mean, we talk a lot about at Purdue and nationally, but the flipped classroom, which you know, essentially means putting your lectures or the electric component more or less online, which I'm not necessarily advocating for one approach or another, but I think that there is a discussion that's happening, both on the campus and I think in parts of CLA and beyond around whether and how we should be approaching this question of contingency planning for these kinds of disruptions and how to bake into the normal course of our instruction so that we can pivot a little bit more seamlessly from in one direction or another. I don't know if people have any general thoughts on that. But those are discussions that you hear people engaged in. And I know, for example, this safe campus taskforce is talking about this very issue.

PAT BOLING: Okay, so I was gonna ask you a question about vulnerable graduate students. And I don't mean the ones who are just coming in the new cohort, but the ones who are continuing perhaps, ones who are close to being done with their dissertations, but they've gotten slowed down, they can't quite finish their fieldwork. They're not writing as fast as they thought they would. We have a lot of students who are from other countries who their usual approach to how to survive in the summer might have been to go home and stay with their parents or to find a part time job in the local economy. And they're really worried about how they're going to support themselves. Have you given any thought to that? Is there any, I don't know, any attention being paid to the idea of an emergency fund to help give people RA support, or in some other way support them during the summer?

DEAN REINGOLD: So, Pat, actually, it is a topic that we are actively discussing. Both at the campus level and also in in the college this morning on our Heads Zoom meeting. We were we talking about this very issue. You know, I think we're mindful that there are significant disruptions that are happening to graduate students. It's something that we're going to have to spend more time on, as we go. What I asked the Heads this morning was to sort of make sure if they do have students that are in the throes or the teeth of a predicament that you just described, to please, make sure that they are in touch with Sorin Matei and myself and Wei Hong and Joel Ebarb so, that we can try and work with them on exploring options. I think we want to focus in on and triage those circumstances first. There's some bigger questions down the road that I know have been raised by several of our colleagues that we'll have to get to, but if there are junior colleagues, I'll call them junior colleagues or graduate students who are trying to finish up or find themselves in these life career pinch points, we need to know about them and I can't promise you that we'll be able to find a positive result but we will try and we will work on it.

KRISTINA BROSS: Hello, everyone. I have a question from a colleague that came in too late to make the deadline to send it to you in advance Dean Reingold. This person comments that and worries about enrollment and the loss of face to face instruction makes sense, but there's maybe a flip side to this. As much as we might want to return to face to face instruction, the risks may be substantial for those who are over 60, which is many of us in the faculty. How is the safety of at-risk groups being considered and accommodated for fall if we are able to go back to face to face? Will there be testing and will there tracking on campus?

DEAN REINGOLD: Yeah, so this is a question the Safe Campus Task Force is grappling with. They are trying to explore a variety of options. The Vet School is trying to put itself in a

position, if possible, to be able to offer testing. I think you're absolutely right, that there's a heightened sense of concern for folks that are in these potentially higher risk groups which include, frankly, a lot of faculty members and so those are those are top of the mind out there. They're exploring a variety of scenarios. And I haven't necessarily heard of one that everybody has gravitated towards but if you have thoughts on that, I would really encourage you to reach out and to give your input to either me or better yet give it directly to Dean Reed or Dean Hummels. But absolutely, there is substantial concern over that exact issue.

BRIAN LEUNG: I, if you all have not, if you don't subscribe to *The New York Times*, you may not have seen this past Sunday a really, really good article opinion piece in the business section by Professor David Deming from Harvard, and he talks about our current, our current moment and all the things that we've been discussing here this afternoon. And you know, for the past four weeks, and me being the person who puts his hand up, I actually wrote him because I objected to one thing, one term that he's using and or assumption that he's using in his article. He talks about the classroom experience, using the vocabulary and the word lecture. And David you used it to and I just, I just want to encourage us all to imagine classroom spaces where that kind of 1950s notion of information delivery system, which is lecture, giving information to students doesn't exist in all contexts and in a lot of a number of humanities contexts that I know. So, I would appreciate it, if we're using that term lecture, that we're also finding vocabulary that expresses the way a variety of courses have run. I've been teaching for 20 years now. I've never given a lecture in a creative writing course not a single time. So, I think that's it is not a minor thing or minor request. And I wrote that to Professor Deming and he briefly thanked me. I don't know if he will adopt this or not, but I just think it's important to understand that, that word is so loaded and it sounds so easy. Record your lecture. Um, I wouldn't know how to begin doing that. So not the recording part, the lecture part. So, and with that I will not raise my hand again this afternoon.

PAT BOLING: I've been calling what I do—my videos—lectures/thought and discussion prompts. Because usually what we do in classes is a series of questions and prolonged kind of deliberations about hard questions. They're not lectures. And, so I don't call what I am giving them lectures, though, of course it is kind of lecture like because they're not in the classroom with me to talk. But I wondered if that kind of helps Brian with being honest about what really goes on when people are teaching, and try not to just use that shorthand “lecture” for something that's really quite a lot different and goes beyond that.

STACEY CONNNAUGHTON: All right, then I know Dean Reingold, as he's mentioned, would be very open to additional ideas, thoughts, comments that we have. And Dean Reingold, again, thank you so much. I hope too, that if there are things that we can do as a senate, as a faculty to help with circumstances as they continue to unfold, you will feel free to reach out to us as well.

DEAN REINGOLD: Absolutely. And, again, thank everybody for their service and thoughtfulness. Please be safe, be well, and to the extent that the Senate would like to continue a conversation, just let me know. We spent a lot of time in this medium and, and I think if the group thinks it would be constructive to continue to have dialogue in this manner, even a sort of on and off, I know, we're not scheduled for meetings. But if you decide that you need to have more time with each other and with me in my office, please let me know. Well, we want to respect how much additional time all of this is taking people to continue their classes and their

professional lives under the circumstances. So, we don't want to add more, but if people think if it's a good thing, let us know. And we'll be there.

STACEY CONNAUGHTON: Well, thanks. Thanks again, very much, very much. All right, we'll now turn to just a few more items that we've got on our agenda. First, we do not want to forget some business items that will be top of the mind, when Shannon begins her tenure as your chair next fall. That is the land acknowledgement statement and our committee on diversity, inclusion and equity, and writing that committee into our bylaws. Getting it up and going. Again, top of the mind for fall 2020. And there will I'm sure be some other urgent things as well. Does anyone have any new business or any announcements that they'd like to make?

With no new business brought forward for discussion, Stacey virtually passes the gavel to Shannon, which she accepts. (The bottle of wine, a tradition started by Nush Powell, is promised for a future date.) [actually, it was a box—MNP]

STACEY CONNAUGHTON: You all have been fantastic to work with this year and I I'm so grateful. This concludes our CLA senate meeting today and for the year with the caveat that if we do want to take Dean Reingold up on his wonderful offer to continue conversing with him and, with each other, we should definitely do that. I think that's a brilliant idea. All right, do we have a motion to adjourn?

KRISTINA BROSS moves to adjourn and MICHAEL JOHNSTON seconds.

We are adjourned—Senators leave notes of thanks and appreciation to Stacey Connaughton for her leadership in the comments box of Zoom as they sign off.